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ABSTRACT

Two studies are reported. The first investigated the feasibility of integrating learning strategy instruction into high school beginning and intermediate level Russian and Spanish classes. The second study assisted teachers and students of Japanese, Russian, and Spanish to implement informal assessment activities in their classrooms. A literature review examines previous research on learning strategies and the "good language learner," motivation, alternative assessment, and whether or not learning strategies can be taught. The two studies are then described, detailing the subjects, sites, instruments, and procedures for the three languages involved in the three years of the studies. Both studies were conducted in the Washington, D.C. area in three public school districts and one private school, with the collaboration of two Japanese teachers, four Russian teachers, and seven Spanish teachers. Instructional materials designed to teach learning strategies explicitly were developed for and integrated into the Spanish and Russian curricula. Teachers were provided with guidelines for instruction in vocabulary learning, listening and reading comprehension, speaking, self-regulated learning, and problem-solving. Major accomplishments included identification of relevant strategies, successful classroom implementation, development of instruments to assess the effectiveness of instruction, and increases in student self-confidence and language skills. Substantial related materials are appended. (MSE)

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**METHODS FOR TEACHING LEARNING STRATEGIES
IN THE FOREIGN LANGUAGE CLASSROOM
and
ASSESSMENT OF LANGUAGE SKILLS FOR INSTRUCTION
FINAL REPORT**

by

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CHAPTER I

INTRODUCTION

Research conducted by Georgetown University as part of the National Foreign Language Resource Center in 1990-1993 included two studies conducted with high school foreign language teachers and their students. The first study, **Methods for Teaching Learning Strategies in the Foreign Language Classroom**, investigated the feasibility of integrating learning strategy instruction into beginning and intermediate level Russian and Spanish classrooms. The second study, **Assessment of Language Skills for Instruction**, assisted teachers and students of Japanese, Russian, and Spanish to implement informal assessment activities in their classrooms.

Purposes of the Studies and Theoretical Background

The major purposes of the studies were to investigate learning strategies instruction appropriate for beginning and intermediate level high school foreign language students, to develop instructional materials and informal assessments, and to describe the impact of the instruction and assessment on students. In addressing these major purposes, additional objectives included issues in professional development of teachers, design of materials, student affect and self-efficacy, and teacher attitudes and teaching styles.

This work has built on an emerging interest in a cognitive perspective in second and foreign language acquisition research. While cognitive learning theory has become a well-established model for instruction in general education, the theory's contributions to the area of second language acquisition are relatively recent.

A theoretical model in second language acquisition is important as a basis for explaining how a language is learned and how second and foreign languages can best be taught. Moreover, for purposes of research on language learning processes, a theoretical model should describe the role of strategic processes in learning. A cognitive theoretical model of learning (e.g., Anderson, 1983; 1984; Gagné, 1985; Gagné, Yekovich, & Yekovich, 1993; Shuell, 1986) accomplishes these objectives because the theory is general enough to explain how learning takes place in a variety of simple and complex tasks, and because cognitive theory provides important insights into second language acquisition (McLaughlin, 1987; O'Malley & Chamot, 1990).

In cognitive theory, learning is seen as an active, constructivist process in which learners select and organize informational input, relate it to prior knowledge, retain what is considered important, use the information appropriately, and reflect on the outcomes of their learning efforts (Gagné, 1985; Gagné, et al., 1993; Shuell, 1986). In this dynamic view of learning, second language acquisition should be most successful when learners are actively involved in directing their own learning in both classroom and non-classroom settings. Second language learners would select from target language input, analyze language functions and forms perceived as important, think about their own learning efforts, anticipate the kinds of language demands they may encounter, and activate prior knowledge and skills to apply to new language learning tasks. It is because of this intricate set of mental processes that second language acquisition has been construed as a complex cognitive skill (McLaughlin, 1987; O'Malley & Chamot, 1990).

Literature Review

The intent of learner or learning strategy use is to facilitate learning (Weinstein & Mayer, 1986), in contrast to **communication strategies** employed to negotiate meaning in a conversational exchange (Tarone, 1980). However, many communication strategies may serve as effective learning strategies when they are used to achieve a learning goal. Cook (1991) points out that individuals use a number of these communication strategies (such as substituting an approximate word or describing the function of a word that is unknown or not immediately available) in native language communication, and that only communication strategies that reflect knowledge of another language are unique to second language interaction.

The research on strategic processes in second language acquisition has had two main approaches. Much of the original second language strategies research focused on identifying the characteristics of good language learners, and this strand of research on uninstructed learner strategies has since expanded to include descriptions of strategy use of less effective language learners. A second approach has been concerned with learning strategies instruction, in which foreign and second language students have been taught how to use learning strategies for a variety of language tasks. Learner and learning strategies may entail conceptual or affective processes (O'Malley & Chamot, 1990), or a combination, and may also involve social interaction.

Early Research on the Good Language Learner

The first descriptions of the characteristics of good language learners appeared in the mid-1970s. Rubin (1975) suggested that the good language learner could be identified

through special strategies used by more effective students. Stern (1975) identified a number of learner characteristics and strategic techniques associated with good language learners. These studies were followed by empirical work by Naiman, Fröhlich, Stern, & Todesco (1978) which pursued further the idea that learning strategies are an important component of second language learning ability. Hosenfeld (1976) investigated learner strategies through verbal reports or think-aloud protocols, and in a subsequent study taught high school students of French explicit reading strategies (Hosenfeld, Arnold, Kirchofer, Laciura, & Wilson, 1981). Cohen and Aphek (1981) collected anecdotal reports from students on the associations they made while learning vocabulary, and found that students who made associations remembered vocabulary words more effectively than students who did not make associations.

Classification of Learner Strategies

Rubin (1981) conducted interviews with second language students and suggested a classification scheme consisting of strategies that directly affect learning (e.g., monitoring, memorizing, deductive reasoning, and practice) and processes that contribute indirectly to learning (creating opportunities for practice and production tricks). More recently, others have analyzed the types of strategies used with different second language tasks based on interviews, observations, and questionnaires. Wenden (1987) focused on describing students' metacognitive knowledge and strategies that assist them in regulating their own learning. Oxford (1986) developed the Strategy Inventory for Language Learning (SILL), which incorporates more than 60 strategies culled from the literature on second language learning. The SILL is a 121-item Likert-type instrument which lists

learning strategies identified in the literature, including cognitive strategies, compensation strategies, metacognitive strategies, social strategies, and affective strategies. In a typical recent study, the SILL was administered to 1200 university students studying various foreign languages (Nyikos & Oxford, 1993). A factor analysis revealed that language students may not use the strategies that research indicates would be most effective - such as strategies that promote self-regulated learning and strategies that provide meaningful practice in communication. This information is of great utility in designing intervention studies to teach effective strategy use.

In research conducted by O'Malley and Chamot and their colleagues, a broad range of classroom and non-classroom tasks were analyzed in interviews on learning strategies with second language students (O'Malley & Chamot, 1990). The tasks represented typical second language classroom activities such as vocabulary and grammar exercises, following directions, listening for information, reading for comprehension, writing, and presenting oral reports, and also included language used in functional contexts outside the classroom such as interacting at a party and applying for a job (O'Malley, Chamot, Stewner-Manzanares, Küpper, & Russo, 1985a). Tasks used for think-aloud interviews included listening to and reading dialogues and stories as well as science and social studies academic content materials (Chamot & Küpper, 1989; O'Malley, Chamot, & Küpper, 1989). Participants in these interviews included students enrolled in English as a second language and foreign language classrooms at high school and university levels.

The classification system that seemed best to capture the nature of learner strategies reported by students in these studies was based on the distinction in cognitive psychology between metacognitive and cognitive strategies together with a third category for social/affective strategies (Chamot & Küpper, 1989; O'Malley, Chamot, Stewner-Manzanares, Küpper, & Russo, 1985a; O'Malley, Chamot, & Küpper, 1989). This tripartite classification scheme, developed initially with ESL students (O'Malley et al., 1985a), was later validated with foreign language learners, including students of Russian, Spanish, and Japanese in the United States (Barnhardt, 1992; Chamot and Küpper, 1989; Omori, 1992), English as a foreign language students in Brazil (Absy, 1992; Lott-Lage, 1993), and students of French in Canada (Vandergrift, 1992). Examples of strategies in each of these categories are: metacognitive strategies for planning, monitoring, and evaluating a learning task; cognitive strategies for elaboration, grouping, inferencing, and summarizing the information to be understood and learned; and social/affective strategies for questioning, cooperating, and self-talk to assist in the learning process. Table 1 provides examples of strategies in each of these categories.

Additional individual strategies have been suggested (e.g., Cohen, 1990; Oxford, 1992; Rost & Ross, 1991), in particular communication strategies used in social contexts. Interactive strategies for expressing apologies (Cohen, 1990), types of clarification questions used at different levels of proficiency (Rost & Ross, 1991), and other conversational strategies (Chamot, Küpper, Thompson, Barrueta, & Toth, 1990; Oxford, 1990) can in general be classified in the category of social/affective strategies.

Table 1. Definitions of Key Learning Strategies

Metacognitive Strategies: These are strategies that involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.	
Planning	Previewing the organizing concept or principle of an anticipated learning task; proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task.
Directed Attention	Deciding in advance to pay attention to a learning activity and to ignore distractions.
Selective Attention	Deciding to pay attention to specific aspects of a language listening or reading activity.
Self-Monitoring	Checking, verifying, or correcting one's comprehension or performance in the course of a language task.
Problem Identification	Explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion.
Self-Evaluation	Checking the outcomes of one's own language comprehension or production against an internal measure of completeness and accuracy.
Cognitive Strategies: These are strategies that involve interacting with the material to be learned, manipulating the material physically or mentally, or applying specific technique to the language learning task.	
Deduction/Induction	Consciously applying learned or self-developed rules to produce or understand the target language.
Elaboration	Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to the information presented.
Grouping	Ordering, classifying, or labeling material used in a language task based on common attributes; recalling information based on grouping previously done.
Inferencing	Using available information to: guess the meanings or usage of unfamiliar language items; predict outcomes; or complete missing information.
Note-taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task.
Substitution	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
Summarization	Making a written, oral, or mental summary of language and information presented.

Social-Affective Strategies: These are strategies that involve interacting with another person to assist learning, or using affective control to assist a learning task.

Cooperation	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
Questioning	Asking for explanation, verification, rephrasing, or examples about the material; asking for understanding of what has been said to you without committing yourself to a response immediately
Self-Talk	Reducing anxiety by using mental techniques that make one feel competent to complete the learning task.

Drawn from Chamot, Küpper, & Impink-Hernandez (1988)

Strategic Differences between Effective and Less Effective Language Learners

Most descriptive studies of language learning strategies have focused on the strategies of good language learners, while only a few studies have investigated the strategies of less effective language learners. Unsuccessful language learners are not necessarily unaware of strategies, but are less able to determine the appropriateness of a strategy for a specific task and may have a narrower range of strategies. More effective students appear to use a greater variety of strategies and use them more appropriately than less effective students.

A study of successful and unsuccessful ESL students in a university intensive English program revealed that unsuccessful learners did use strategies, but used them differently from their more successful classmates (Abraham & Vann, 1987; Vann & Abraham, 1990). While some of the unsuccessful language learners in the study used about as many strategies of the same type as the more successful learners, good language

learners were more adept at matching strategies to task demands. A further analysis of the task demands revealed that tasks were approached differently depending on learner characteristics, such as level of risk-taking, concern with accuracy, or concern with meaning. The conclusion reached was that unsuccessful language learners are not inactive, as had often been previously assumed, but seem to lack the metacognitive knowledge about the task that would allow them to select more appropriate strategies.

Another ESL study which investigated differences between effective and less effective language learners focused on listening comprehension (O'Malley, Chamot, & Küpper, 1989). Think-aloud interviews were conducted with high school students as they were listening to brief academic presentations in English. Statistical analysis of the strategies used for the listening tasks revealed significant differences in strategy use between effective and less effective listeners in three major areas. Effective listeners used comprehension monitoring, association of new information to prior knowledge, and making inferences about unknown words or information significantly more often than less effective listeners. A qualitative analysis of the think-aloud interviews revealed differences between effective and less effective students in their approaches to different stages of the listening task. At the initial stage, less effective listeners were not able to focus their attention on the input as well as effective listeners. Later, less effective students parsed meaning on a word by word basis, and did not attempt to infer meanings of unfamiliar items. Finally, the less effective listeners did not use elaboration, or association of new information to prior knowledge, as a way to assist comprehension or recall of the listening passage. The failure of less effective listeners to use appropriate

strategies for different phases of listening appeared to be related to a lack of metacognitive understanding of the task demands and of appropriate strategies to use.

In similar research with high school foreign language students, group interviews and individual think-aloud interviews were conducted for a variety of foreign language tasks, including listening, reading, grammar cloze, role-playing, and writing. Differences between more and less effective learners were found in the number and range of strategies used, in how the strategies were used, and in whether they were appropriate for the task and individual students' understanding of the task (Chamot, O'Malley, Küpper, & Impink-Hernandez, 1987; Chamot, Küpper, & Impink-Hernandez, 1988a; b). This study found that the type of task was a major determiner of what strategy or strategies were used most effectively for different types of students. For example, some strategies used by beginning level effective language learners were used less often by the same learners when they reached intermediate level classes, where they developed new strategies to meet the requirements of new tasks. In contrast to less effective foreign language students, effective students applied metacognitive knowledge and strategies to language tasks by planning their approach to the task and monitoring their comprehension and production for overall meaningfulness, rather than for word by word translation. They also appeared to be aware of the value of their prior linguistic and general knowledge and used this knowledge to assist them in completing the tasks.

Conclusions about strategic differences between more and less successful language learners suggest that explicit metacognitive knowledge about task characteristics and appropriate strategies for task solution is a major determiner of language learning

effectiveness. In their unawareness of task demands and lack of metacognitive knowledge about selecting strategies, less effective language learners seem to fall back on a largely implicit approach to learning in which they use habitual or preferred strategies without analyzing the requirements of the particular task.

Learning Strategies and Motivation

Motivation plays an important role in all types of learning, including language learning. Highly motivated students work hard, persevere in the face of difficulties, and find satisfaction in the successful accomplishment of a learning task. Strategies have been linked to motivation and particularly to a sense of self-efficacy leading to expectations of successful learning (Zimmerman & Pons, 1986). The development of an individual's self-efficacy, or level of confidence in successfully completing a task is closely associated with effective use of learning strategies (Zimmerman, 1990). Self-efficacy is at the root of self-esteem, motivation, and self-regulation (Bandura, 1992). Self-efficacious learners feel confident about solving a problem because they have developed an approach to problem solving that has worked in the past. They attribute their success mainly to their own efforts and strategies, they believe that their own abilities will improve as they learn more, and they recognize that errors are a part of learning. Students with low self-efficacy, on the other hand, believe themselves to have inherent low ability, they choose less demanding tasks on which they will make few errors, and they do not try hard because they believe that any effort will reveal their own lack of ability (Bandura, 1992).

Having access to appropriate strategies should lead students to higher expectations of learning success, a crucial component of motivation. An important aspect in viewing

oneself as a successful learner is self-control over strategy use. This type of self-control can be enhanced if strategy instruction is combined with metacognitive awareness of the relationship between strategy use and learning outcomes. Students with greater metacognitive awareness understand the similarity between a new learning task and previous tasks, know the strategies required for successful problem solving or learning, and anticipate that employing these strategies will lead to success (Paris & Winograd, 1990).

Learning Strategies and Alternative Assessment

A major emerging goal in American education in general is the improvement of students' thinking and ability to apply what is learned in school to situations outside of school, yet standardized tests do not capture this aspect of a cognitive perspective on learning; innovations in educational approaches which promote critical thinking are not reflected in standardized test gains (Paris, Lawton, & Turner, 1992). Foreign language standardized testing has a long history of attempting to isolate discrete language skills, such as phonemic contrasts or syntax, and avoiding integrative approaches to testing (Oller, 1992). More recently, integrative language tasks have been incorporated into communicative language teaching. In other areas of education informal or alternative assessment measures are being developed, tested, and adopted by school districts across the country (French, 1992), and the assessment of higher order thinking skills is an important objective in the alternative assessment movement (Linn, 1991). A number of instruments have been developed to reveal students' reading strategies, critical thinking skills in social studies, metacognition, and cognitive strategies (Linn, 1991). In

addition, multiple measures of student progress, including teacher ratings, self-evaluations, and work samples, are recommended by educators concerned with increasing the quality of thinking and learning achieved by students (Paris, Lawton, & Turner, 1992). However, assessment measures which provide insights into students' thinking, their learning strategies, their self-confidence as learners, and their ability to accurately evaluate their own learning progress are lacking in foreign language education.

Can Strategies Be Taught?

This section reviews research in both first and second language contexts that provides insights into two questions: (1) If good language learners use strategies differently than less effective language learners, can teachers help less effective language learners improve through instruction in learning strategies? and (2) If so, how should strategies instruction be implemented?

While empirical verification that strategies instruction has a positive effect on second language learning is beginning to appear, considerable evidence for the positive effects of strategies intervention has already been found in first language learning instructional contexts. Extensive research has verified the influence of strategies with a variety of first language complex tasks and different types of learners. For example, instruction in reading strategies has significantly improved the reading comprehension of poor readers (Gagné, 1985; Gagné et al., 1993; Garner, 1987; Palincsar & Brown, 1986; Palincsar & Klenk, 1992; Pressley, El-Dinary, & Brown, 1992) and instruction in problem solving strategies has had a positive effect on student mathematics achievement (Carpenter, Fennema, Peterson, Chiang, & Loef, 1989; Pressley & Associates, 1990;

Silver & Marshall, 1990). Similarly, improvements in writing performance have been reported in a series of studies in which learning disabled students were explicitly taught strategies for planning, composing, and revising their writing (Harris & Graham, 1992). This validation of learning strategy instruction has led to the development of instructional models incorporating learning strategies for content instruction (Bergman, 1992; Harris & Graham, 1992; Jones & Idol, 1990; Jones, Palincsar, Ogle, & Carr, 1987; Snyder & Pressley, 1990).

Although the cognitive instructional research in first language contexts has been concerned with a broad range of complex learning tasks, until recently much second language research on instructed learning strategies has focused mainly on vocabulary (e.g., Atkinson & Raugh, 1975; Ellis & Beaton, forthcoming; Pressley, Levin, Nakamura, Hope, Bisbo, & Toye, 1980), with relatively few studies on strategies instruction for areas such as text comprehension, interactive speaking, or written production.

In strategies research in second language acquisition, two types of studies have provided empirical support for the link between strategies and learning in a second language: correlational studies (Chamot, Dale, O'Malley, & Spanos, 1993; O'Malley, 1992; Padron & Waxman, 1988; Politzer & McGroarty, 1985) and experimental interventions (Brown & Perry, 1991; O'Malley, Chamot, Stewner-Manzanares, Russo, & Küpper, 1985b; Ross & Rost, 1991; Rubin, Quinn, & Enos, 1988). Both types of studies have produced support for the influence of strategies on second language learning tasks.

In a study of ESL high school students, students were randomly assigned to a control group, a group receiving both metacognitive and cognitive strategies instruction,

and a group receiving only cognitive strategies instruction. After two weeks of classroom strategy instruction for about one hour daily, the posttest revealed significant differences favoring the metacognitively-trained group for the transactional speaking task, and significant differences on some of the daily listening comprehension tests (O'Malley et al., 1985b).

A similarly designed study was conducted with Arabic-speaking students at a university intensive English program, in which students received different types of strategies instruction for vocabulary learning. On posttest, the group receiving a combination of strategies designed to provide depth of processing through visual, auditory, and semantic associations had a significantly higher rate of recall (Brown & Perry, 1991).

A recent investigation of interactive strategies in discourse between native English speakers and Japanese college students learning English was conducted in two phases, descriptive and instructional (Rost & Ross, 1991). In the descriptive phase, the types of clarification questions asked by Japanese students about a story presented either through a video or live by a native English speaker were identified and categorized by high proficiency or low proficiency listeners. In the instructional phase, randomly assigned groups of students received one of three different training videos on general or specific questioning strategies. The results indicated that strategies used by higher proficiency listeners could be taught successfully to lower proficiency listeners. This study lends support to the teachability and effectiveness in terms of student learning of explicit strategies instruction for communication strategies.

An experimental study on the effects of different types of strategy training on listening comprehension for high school Spanish students found some benefits of strategy training, especially when the material was difficult for students (Rubin, Quinn, & Enos, 1988). An important conclusion of the study was that teachers need as much time to understand and become proficient in teaching learning strategies as students do in understanding and applying learning strategies. Further, the study suggested that teachers should be involved in the design of learning strategy lessons.

In a recent study of upper elementary and secondary ESL students, comparisons were made between students whose teachers had had extensive instruction and practice in teaching learning strategies for reading and solving word problems, and students whose teachers had not participated extensively in staff development for strategies instruction (Chamot et al., 1993). Results indicated that the strategies group significantly outperformed the non-strategies group in solving the problem correctly, using the correct sequence of problem solving strategies, and using a greater number of metacognitive strategies.

Summary of Literature Review

This review of research on learning strategies in second language acquisition and related studies in first language contexts indicates that appropriate strategies use is an important factor that differentiates more and less effective language learners, and that useful strategies are both teachable and learnable. The specific conditions which lead to good strategy use are not yet completely understood in second language acquisition.

though advances in effective strategies instruction in first language contexts indicates that such instructional procedures have been identified.

Research Questions

The study of **Methods for Teaching Learning Strategies in the Foreign Language Classroom** was designed to explore the introduction of learning strategy instruction to beginning and intermediate level high school students of Russian and Spanish. Teacher input and student motivation were considered important factors in the ultimate success of learning strategy instruction. The research questions investigated were as follows:

1. What are students' perceptions of the language learning strategies instruction they received?
2. Do students instructed in learning strategies apply the strategies independently and do they continue to use them in subsequent levels of language study?
- 3.a. Do students who use the learning strategies show greater gains in language proficiency and perceive themselves as more effective learners than students who do not use the strategies?
- b. Do students instructed to use the strategies show greater gains in language proficiency and perceive themselves as more effective language learners than students who were not instructed to use the strategies?
4. What are different approaches to teacher professional development for implementing strategies instruction?

The study of the **Assessment of Language Skills for Instruction** was designed to implement procedures for informal assessment in high school foreign language Japanese, Russian, and Spanish classrooms. The following research questions were addressed:

1. Does periodic informal assessment of student learning by teachers enhance teachers' awareness of student progress?
2. Does periodic self-assessment and review of progress in language learning contribute to a perceived sense of self-efficacy as a second language learner?

Overview of the Report

This initial chapter identified purposes of the studies at Georgetown University as part of the National Foreign Language Resource Center, described the theoretical background, reviewed literature on aspects of language learning strategies and informal assessment, and stated the research questions investigated. Chapter II describes the methodology employed, including the subjects, the instruments, data collection techniques, and data analysis procedures. Since some of the instruments and subjects were used in both **Methods for Teaching Learning Strategies in the Foreign Language Classroom** and **Assessment of Language Skills for Instruction** studies, the methods for both studies are described in this chapter.

Chapters III, IV, and V address research questions for the learning strategies study. Chapter VI address research questions for the informal assessment study. Each of these chapters identifies procedures and findings related to the research questions addressed and discusses their significance.

Chapter VII summarizes the findings of the interrelated studies and suggests directions for future research in learning strategies and informal assessment for high school foreign language education. Appendix A contains examples of instruments used in each study. Appendix B contains learning strategies lessons and guidelines for teachers.

CHAPTER II

METHODOLOGY

Overview

This chapter includes descriptions of subjects, sites, instruments, and procedures for the three languages: Spanish, Russian, and Japanese. The information for each section is presented in sequential order according to the three years of project activities.

Subjects and Sites

The subjects were Spanish, Russian, and Japanese high school foreign language teachers and their beginning and/or intermediate level students. The high schools were located in the Washington, DC metropolitan area. Table 2 on the following page summarizes the total number of subjects for each language and year.

Year 1: 1990-1991

During the developmental and pilot testing phase of the study, four county school districts and one private school were contacted for participation. One county school district and the private school immediately agreed to involvement. The other three counties required submission of formal proposals for research activities. Upon approval of the proposals these three counties also indicated their willingness to participate.

Research staff contacted fourteen foreign language teachers and held individual meetings with them at their respective schools to discuss the research issues. Nine teachers made commitments to participate in the project during 1990-1991. Participants included four Russian, two Japanese, and three Spanish teachers. Parental permissions were obtained allowing all participating teachers' first year students to participate.

Table 2. Number of Students and Teachers

Teacher	Language	1990-1991 Pilottesting	1991-1992 Treatment	1991-1992 Control	1992-1993 Treatment	1992-1993 Control
A	Russian	18	23			
B	Russian	51		26		
C	Russian	4				
D	Russian	19	62		31	31
E	Japanese	6	22			
F	Japanese	8				
G	Spanish	72	25			
H	Spanish	64	26			
I	Spanish			28		
J	Spanish				20	20
K	Spanish				23	17
L	Spanish				28	22
M	Spanish				22	23

Year 2: 1991-1992

Three of the school districts and the private school from year one continued participation into 1991-1992. In one school district the participating Japanese and Russian teachers cited time commitments and other personal reasons for leaving the project. The other seven teachers--three Spanish, three Russian, and one Japanese--continued their involvement. Two of the Russian and two of the Spanish teachers implemented language learning strategies instruction with their first year language students. One Russian and one Spanish teacher continued with their normal curriculum, using no language learning strategies instruction. The assessment component of the project, utilizing teacher and

student informal assessment instruments, included the Japanese teacher, one Russian teacher, and one Spanish teacher. The Russian and Spanish teachers in the assessment component were concurrently using language learning strategies instruction in their classes.

Year 3: 1992-1993

Year 3 shifted focus to one school district in order to work at the intermediate level with a single foreign language curriculum that was proficiency-based. The one participating Russian teacher within this county had been involved with the study since the first year, so the project was able to follow her two classes of Russian students from the previous year into their second year of language study. Because student enrollment is small at the higher levels, second-, third-, and fourth-year Russian sections were combined into one class. Therefore, 26 of the Russian students had received language learning strategies instruction in their first year, and 21 students were new to language learning strategies instruction. One of the multi-level classes received strategies instruction during 1992-1993 and the other acted as the control.

Five additional Spanish teachers were recruited, all of whom taught two sections of third year intermediate Spanish. Four of these teachers agreed to implement language learning strategies instruction in one of their third year classes and to act as their own control by using no language learning strategy instruction in the other class. The fifth teacher taught strategies to both her intermediate level classes because one class was an honors class and the other a "regular" and because she believed that the two were not comparable. A total of ten third-year Spanish classes were involved.

Development and Implementation of Language Learning Strategies Instruction

Language learning strategies instruction was developed and implemented for both Russian and Spanish classes in the study **Methods for Teaching Learning Strategies in the Foreign Language Classroom**.

Phase 1: Type of Strategy Instruction

Language learning strategies instruction was integrated by using the course materials of each participating teacher, or materials that were thematically related to course topics, so that students could experience the strategies' usefulness in relation to classroom tasks. In addition, explicit strategy training was provided so that students were informed of the purposes of the strategies and their appropriate uses.

Although strategies instructional materials varied between the two languages, materials for both languages contained the following features:

1. Discussion of the similarities and differences between learning other school subjects and learning the target language;
2. Explanation of the value and expected benefits of using language learning strategies;
3. Explicit strategies instruction by naming and defining strategies;
4. Teacher modeling of how strategies are used by an expert;
5. Practice activities in which students apply the strategies to the language tasks;
and
6. Evaluation of the usefulness of the strategies;

Phase 2: Selection of Strategies

Selection of the specific strategies to be taught began by assessing students' needs regarding course objectives and the specific tasks used to meet them. Extensive meetings were held with teachers to receive their input on the appropriate selection of strategies.

Strategies for Beginning Level: 1991-1992

The strategies taught for beginning level Russian and Spanish students focused mainly on vocabulary acquisition because teachers felt this was of primary importance in the first year. However, strategies were also used with basic reading, listening, and speaking tasks.

The strategies were categorized as metacognitive, cognitive, and social/affective, according to Chamot et al. (1987). Table 3 on the following page lists the strategies taught and their definitions. In general, metacognitive strategies emphasized control over the learning process, whereas cognitive strategies involved manipulation of the information to be learned. Social/affective strategies meant working with another person on a task or controlling one's emotions while learning.

Strategies were introduced individually, but after individual practice they were sometimes used together. For instance, grouping was used with personalization and visualization (e.g., students might group adjectives describing school subjects according to their own likes and dislikes).

Table 3. Strategies Taught To Beginning Level Students: 1991-1992

Metacognitive Strategies	Classroom Definition
Directed Attention	Decide in advance to pay close attention to the task and to ignore irrelevant distractions.
Self-evaluation	Test yourself to see how well you've learned the material.
Selective Attention	Decide in advance to focus on specific information.
Metacognitive Planning	Make a list of personal objectives for each theme and select strategies to reach your objectives.
Cognitive Strategies	
Transfer	Recognize words which are similar to your native language or any other language you know.
Visualization	Picture the meaning of the word or sentence.
Personalization	Relate information to yourself and your own experiences.
Contextualization	Imagine yourself using the material in an appropriate life situation.
Grouping	Put words into personally meaningful groups.
Inferencing	Make guesses based on the context or what you already know.
Prediction	Predict information based on background knowledge before you read or listen.
Social Strategy	
Cooperation	Work with classmates to help each other solve problems.

Memorization strategies for vocabulary learning. Effective memorization techniques link new information to the learner's existing cognitive framework (Thompson, 1987; Oxford, 1990). The five memorization strategies taught, namely Transfer, Visualization, Personalization, Contextualization, and Grouping, emphasized this linkage to prior knowledge and experiences. Transfer involved applying the learner's knowledge of his/her native language to the target language (e.g., recognizing cognates). Visualization had two meanings: using pictures to learn new words and mentally picturing an image associated with the word or phrase. Personalization encouraged students to relate information to their lives and experiences. For instance, if students were learning adjectives describing physical appearance, they would use adjectives to describe themselves and their own family members. Contextualization required students to use words in context. The context could be imaginary, such as coping with a hypothetical illness in the target culture, or it could involve manipulating real objects in the classroom or at home. Grouping taught students to break up vocabulary lists into smaller personally meaningful groups.

Strategies for listening comprehension. The cognitive strategies chosen to support the listening activities were Prediction, Transfer, and Visualization. Prediction helped students prepare for listening by thinking, in advance, about types of information and/or words they might hear based upon what they already knew about the topic. The uses of Transfer and Visualization for listening were similar to those for learning vocabulary. That is, transfer encouraged recognizing cognates, and Visualization encouraged students to picture what they heard instead of translating the words into English.

Two metacognitive strategies also were taught for listening activities: Directed Attention and Selective Attention. The training for directed attention emphasized student control over their attention while listening. Students were told that listening to a foreign language was more difficult than listening to their native language, so they had to pay close attention to the task. Selective attention was important because at the beginning level students were not able to understand everything they heard. Thus, they were encouraged not to panic when they did not understand, but to determine the purpose of the activity before listening and then to listen specifically for the information necessary for completing the activity.

Strategies for reading comprehension. Beginning level textbook readings included dialogues and examples of specific language structures. Simple authentic texts, such as advertisements, supplemented the text. The cognitive strategies taught for reading were Prediction, Transfer, and Inferencing. The explanations for Prediction and Transfer were identical for reading and listening. Inferencing, a problem-solving strategy, emphasized guessing the meanings of unfamiliar words based on context. Because teachers believed students needed some knowledge of the language before they could do this successfully, inferencing was not introduced until later in the school year. The explanations for the metacognitive strategies Directed Attention and Selective Attention were identical to those for listening except the emphasis was on reading. Cooperation, a social strategy, was also used in conjunction with reading activities. Students were encouraged to work with classmates to figure out information in the texts.

Strategies for speaking. The one cognitive strategy taught for speaking was Personalization. Students were encouraged to practice talking about information true to their own lives. The rationale given for this strategy was that real life conversation usually involves relating information about one's self. Cooperation was also taught for speaking. Speaking activities in the class usually consisted of pair or group work. Students were encouraged to help each other when communication problems arose.

Strategies for self-regulated learning. Two of the metacognitive strategies taught, Metacognitive Planning, and Self-evaluation, emphasized developing students' overall awareness of the learning process. Students were instructed to use these strategies with all of the skill areas, but the strategies themselves were not introduced with any one specific skill area. Rather, the training of these strategies focused on increasing students' awareness of how they learn, and encouraging students to regulate their own learning and to assess their use of strategies. Metacognitive Planning was designed to help students begin to take responsibility for their own learning. This strategy was used in the beginning of each unit and consisted of two steps. (1) Students identified their own goals by making a list of what they felt they should learn for the unit. (2) Students made a plan of strategies that would help them reach their goals. Metacognitive Planning was used in conjunction with Self-evaluation. At the end of each theme, students evaluated whether they had reached their objectives and whether strategy use had been useful to them.

Strategies for Intermediate Level: 1992-1993

For the third year of the study, the focus of strategies instruction was concentrated on receptive skills (reading and listening). Participating teachers agreed that reading and listening were significantly emphasized at the intermediate level. In addition, the number of strategies to be taught decreased so that students could focus on acquiring a cluster of related strategies. The strategies were organized according to the Problem-Solving Process Model For Comprehension (see Figure 1).

The model divided the comprehension process into four metacognitive stages: planning, monitoring, problem-solving, and evaluating. The analogy of a mountain climber was used to explain the process.

The first stage, planning, occurred before reading or listening. The first planning strategy taught was Activating Background Knowledge/Predicting. Students were told to use what they already knew about the topic, the world, and the language to predict what they expected to read or hear. Selectively Attending involved deciding in advance to attend to specific aspects of language input or situational details that assist in performing the task. For example, students looked for words they knew to get the gist of the text.

The second stage, monitoring comprehension, occurred while reading or listening. The goal of this stage was to ensure that students knew whether or not they were understanding the text. Using Imagery required the listener or reader to form a visual representation of the message. Personalizing-Relating Information to Background Knowledge had students checking the message against their own knowledge of the world.

Figure 1: PROBLEM-SOLVING PROCESS MODEL OF COMPREHENSION

PLAN:

- ☐ Activate background knowledge; Predict
- ☐ Selectively attend



MONITOR:

- ☐ Use imagery
- ☐ Personalize: relate information to background knowledge



PROBLEM-SOLVE:

- ☐ Question for clarification
- ☐ Draw inferences



EVALUATE:

- ☐ Verify predictions
- ☐ Summarize

If students found that there had been a breakdown in comprehension, then they relied on the third stage, problem-solving. Two problem-solving strategies, Inferencing and Questioning for Clarification were taught for repairing comprehension. Inferencing involved using available information to guess the meaning or usage of unfamiliar language, to predict outcomes, or to fill in missing information. If students did not have enough information for inferencing, they were instructed to use Questioning for Clarification. This strategy included asking for explanation, verification, rephrasing, or examples about the materials. It also was used for clarifying the task and posing questions to oneself.

The final stage focused on evaluating one's understanding of the text and also the effectiveness of one's use of strategies. Students used Summarizing to make a mental, oral, or written summary of information gained from listening or reading. The strategy Verifying was used to check the accuracy of one's predictions and to ask oneself if what was read or heard made sense.

Phase 3: Implementation of Strategies Instruction

Strategies resource guides were developed by the researchers with input from participating teachers. Teachers reviewed final versions of the materials to ensure that they were comfortable using them. The instructional materials consisted of guidelines for teachers, scripted lesson plans, and information on how a particular strategy was to be used in conjunction with a given activity. The resource guides also contained

transparencies and student worksheets that included explicit explanations or reminders to use appropriate strategies.

The beginning level classes during 1991-1992 received a minimum of two scripted strategies lessons per week for seven months. In contrast, intermediate level classes during 1992-1993 were given scripted lessons only for the fall semester. In the spring 1993 semester, teachers developed their own strategy lessons. During implementation for both levels, researchers monitored the instruction through class observations and meetings with teachers at least monthly. See Appendix B for samples of the strategies instruction.

Instruments

Instruments were designed to collect information on students' uses and perceptions of language learning strategies, their level of self-efficacy, and their language proficiency. Instruments administered to teachers gathered data on their perceptions of language learning strategy instruction and professional staff development activities, as well as evaluations of their students' abilities and progress.

Tables 4 and 5 on the following pages provide a summary of student and teacher instruments including administration dates and types of information collected. See Appendix A for samples of instruments.

Table 4. Student Instrument Identification and Data Collection Dates

Student Instrument	Dates		Information Collected
Learning Strategy Questionnaire	<u>Pretest</u>	<u>Posttest</u>	Frequencies with which students used the language learning strategies taught in the instruction
<i>Russian</i>	10/91	4/92	
	10/92	4/93	
<i>Spanish</i>	10/91	4/92	
	10/92	1/93	
Self-Efficacy Questionnaire	<u>Pretest</u>	<u>Posttest</u>	Degree of students' self- confidence for successful completion of representative language learning tasks
<i>Russian</i>	10/91	4/92	
	10/92	4/93	
<i>Spanish</i>	10/91	4/92	
	10/92	1/93	
Language Test	<u>Pretest</u>	<u>Posttest</u>	Students' level of performance in the target language
<i>Russian</i>	10/91	4/92	
	10/92	4/93	
<i>Spanish</i>	10/91	4/92	
	10/92	1/93	
Background Questionnaire	<u>Pretest</u>	<u>Posttest</u>	Demographic information such as age, sex, and previous experiences with language learning
<i>Russian</i>	10/91	4/92	
	10/92	4/93	
<i>Spanish</i>	10/91	4/92	
	10/92	1/93	
Mid-Year Student Questionnaire			Students' knowledge and usage of learning strategies and their opinions of strategies' usefulness
<i>Russian</i>	1/92-2/93		
<i>Spanish</i>	1/92-2/93		
Spanish Student Questionnaire			Student rankings and definitions of strategies taught; Students' perceptions of strategies instruction
<i>Spanish</i>	5/93		
Student Self-Assessment			Students' evaluation of their own progress at the end of each chapter or theme
<i>Russian</i>	91/92: monthly		
<i>Spanish</i>	91/92: monthly		
<i>Japanese</i>	Spring 92: weekly		

Table 5. Teacher Instrument Identification and Data Collection Dates

Teacher Instruments	Dates		Information Collected
Teacher Rankings <i>Russian</i> <i>Spanish</i>	<u>Pretest</u> 10/91 10/92 10/91 10/92	<u>Posttest</u> 4/92 4/93 4/92 4/93	Teacher rankings of students into categories of high, medium, and low according to class performance, language learning ability, and effort
Teacher Questionnaire <i>Spanish</i>	2/93		Teachers' evaluation of amount and type of professional support given by researchers; Teachers' opinions regarding the effectiveness of strategies instruction
Teacher Interviews <i>Russian</i> <i>Spanish</i>	6/93 5/93		Teachers' attitudes and opinions of strategies instruction; Teachers' perceptions of students' attitudes towards strategies; Teachers' evaluation of professional support
Teacher Ratings <i>Russian</i> <i>Spanish</i> <i>Japanese</i>	1991-1992: monthly 1991-1992: monthly Spring 92: weekly		Teachers' informal evaluations of students' progress

Background Questionnaire (BQ)

The BQ collected demographic information about participants, such as age, sex, and years of language study. In addition, the questionnaire was used to identify previous language learning experiences because some students had either studied the target language before or actually spoke the target language, but were not literate in it. The BQ was pilot tested in spring

1991 to ensure clarity of questions. The measure was then administered to Russian and Spanish students during the pretest phase of the second and third years of the study.

Learning Strategy Questionnaire (LSQ)

The LSQ was used to collect data on the frequency with which students used the language learning strategies explicitly taught. A set of focal learning strategies was determined based on previous student interview data and teacher objectives. The format of the questionnaire was modeled on measures previously developed by the researchers to identify students' use of learning strategies. Language learning tasks such as reading and speaking were presented, followed by a series of statements describing strategies that students could use to accomplish the task. Students chose an adverb of frequency--never (1), rarely (2), sometimes (3), usually (4), always (5)-- to indicate how often they used the strategic actions. Distractors that described either negative behaviors or learning techniques not included in language learning strategy instruction were added to ensure that students did not respond only in ways they thought would please the researcher.

The LSQ was pilot tested with high school Russian and Spanish students in spring 1991, then analyzed and revised based on the results of the pilot testing. Learning strategy interviews and the questionnaire were administered to the same students and the results between the two instruments were correlated in order to ascertain whether both instruments were eliciting the same information. Minor adjustments were then made to the questionnaire to increase its validity.

In the second year of the study, 1991-1992, the LSQ was administered as a pretest in the beginning of the school year and a posttest at the end of the school year to participating first-year

Russian and Spanish classes. The beginning level LSQ focused on four tasks: vocabulary learning, reading, speaking, and listening. This LSQ was adapted to the intermediate level for use as pretest and posttest the following year, 1992-1993. The intermediate level LSQ presented tasks for reading and listening. The adverb of frequency always was revised to almost always because in practical terms, no student would be able to use a strategy **all the time**. Both versions of the LSQ were identical for Russian and Spanish classes.

Mid-Year Student Questionnaire

This instrument collected information about students' perceptions of the language learning strategy instruction and of each individual strategy. This instrument was developed in January 1992 to meet the need of monitoring how well students were understanding the strategies. The mid-year questionnaire allowed researchers to revise the language learning strategies instruction as necessary to reflect students' needs and opinions. The January 1992 questionnaire asked students if they used the strategies at home, on their own, and in class. The January 1993 questionnaire was modified to elicit information about students' knowledge of learning strategies. The open-ended 1993 questionnaire asked students to define learning strategies and to share their opinions regarding the usefulness of language learning strategies instruction.

Spanish Student Questionnaire

An additional questionnaire for Spanish students was developed in Spring 1993 because the student population differed slightly from fall 1992 to spring 1993 due to the reassignment of students to different classes in the Spring semester. Students defined the learning strategies taught in class and then ranked them according to personal preference. The instrument was

administered in May 1993 to all participating intermediate Spanish students.

Self-Efficacy Questionnaire (SEQ)

The SEQ asked students to indicate on a Likert-type scale their level of self-confidence in performing sample language learning tasks. The instrument is modeled on previous questionnaires developed by Schunk (1981) and Zimmerman and Pons (1986) for students' academic self-perceptions. Students were presented with a language learning task, such as a list of vocabulary to be memorized, based on the types of activities found in the participating classrooms. Each task was shown on an overhead projector for five seconds, which was enough time for students to recognize the type of task, but not enough time for students to accomplish the task. Students were then asked to indicate how well they felt they could do a task like the one shown in the amount of time that they would normally have in their class. Response options were on a scale from 0 to 100 with 0 meaning not confident at all and 100 meaning very confident.

The SEQ was pilot tested in spring 1991 in high school Russian, Spanish, and Japanese classes. Based on the results of the pilot testing, student instructions were clarified to ensure better student comprehension of the questions.

The instrument was administered as a pretest and a posttest to first-year Russian and Spanish classes in 1991-1992. The beginning level version of the SEQ presented students with four tasks: vocabulary learning, reading an authentic text, reading a dialogue, and coping with a social occasion.

In the third year of the study, 1992-1993, the SEQ was used in intermediate level classes

of Russian and Spanish as a pretest and posttest. The instrument had been adapted so that it had only reading and listening tasks to reflect the intermediate level language learning strategy instruction.

Language Tests (LT)

This instrument measured students' performance in the target language. The LT was based on common curricular objectives of participating school districts and on the ACTFL proficiency guidelines. Four forms of the LT were developed: beginning level Russian, intermediate level Russian, beginning level Spanish, and intermediate level Spanish.

The instruments were developed, pilot tested, and revised as necessary during 1990-1991. Teachers had an active role in the development of the tests and reviewed the final versions for content validity and appropriateness of level.

The LT was administered as a pretest and a posttest in the second and third years of the study, 1991-1992 and 1992-1993. The beginning level Russian and Spanish tests included sections on reading, listening, and a grammar-oriented cloze. The intermediate level tests had sections for reading and listening.

Student Self-Assessment Worksheets

These worksheets requested students to evaluate their progress at the end of a chapter or unit. The worksheets were developed based on curriculum objectives and consisted of a set of language tasks such as, "Describe your appearance and personality." Students were asked to indicate whether they felt they could do the task, whether they would have problems, or whether they would be unable to do the task. (See Chapter VI for further information regarding student

response options.) The worksheets were administered before regular class tests so that students could identify areas in which they needed improvement. The self-assessment was also intended to boost self-confidence by concretely indicating to students how much growth they had made and what they could in fact do with the language.

Sample student worksheets were pilot tested in Spanish, Russian, and Japanese high school classes in 1990-1991. Revisions were made to improve the format and to further clarify instructions.

Student assessment was implemented during 1991-1992. Russian and Spanish high school students completed the worksheets approximately once a month for the academic year. Japanese students evaluated themselves on a weekly basis during the spring 1992 semester.

Teacher Ratings

This instrument was used by teachers to informally assess student progress. It was the teachers' counterpart to students' self-assessment worksheets. Language objectives for each chapter or unit were formulated based on curriculum objectives. Using a three point scale (See Chapter VI), teachers evaluated how well individual students met the objectives. The instrument was designed so that teachers could identify specific areas in which students needed help. Sample rating scales were pilot tested in 1990-1991, revised according to teacher feedback, and then used by the same teachers during 1991-1992.

Teacher Rankings

Teachers ranked their students as high (1), medium (2), or low (3) according to the following categories: class performance, language learning ability, and motivation. Guidelines

for ranking each area were established jointly by researchers and teachers in 1990-1991. Teacher ranking data were collected at pretest and posttest times in both 1991-1992 and 1992-1993.

Teacher Questionnaires

A questionnaire was developed in January 1993 to meet specific needs of participating Spanish teachers who had participated in a different approach to professional development than other teachers in the study. Teachers evaluated the amount and type of professional support they received from researchers regarding language learning strategies instruction. Teachers also shared their opinions regarding the effectiveness of language learning strategies instruction. This questionnaire was administered in February 1993.

Individual Teacher Interviews

The data obtained through the Teacher Questionnaire was so rich and revealing that it was decided to conduct interviews with participating Russian and Spanish teachers in May 1993. The interviews provided additional information regarding teachers' attitudes toward language learning strategies instruction and professional support. The interview format was successful because it allowed researchers to ask follow-up questions and to probe for details more fully than was possible in a written questionnaire.

The instruments for the study **Methods of Teaching Learning Strategies in the Foreign Language Classroom** were the Learning Strategy Questionnaire, the Self-Efficacy Questionnaire, the Language Tests, the Background Questionnaire, Mid-Year Student Questionnaires, Spanish Student Questionnaire, Teacher Rankings, Teacher Questionnaires, and Teacher Interviews.

The instruments for the study **Assessment of Language Skills for Instruction** included the

Self-Efficacy Questionnaire, Student Self-Assessment Worksheets, Teacher Ratings, and Teacher Rankings.

Procedures

Year 1: 1990-1991

Major objectives and accomplishments for the first year were to develop and pilot test instruments, investigate their reliability, and develop teachers' resource guides and student materials for language learning strategy instruction. Major prerequisite tasks completed were: acquiring permission to conduct research in local school districts, enlisting teacher participation, and collecting curriculum materials. Researchers met individually with teachers to discuss the curriculum and to explain the rationale behind learning strategies instruction. Classrooms of participating teachers were also observed to collect qualitative data on teaching styles and on actual high school foreign language tasks. Researchers and teacher participants jointly decided which strategies to integrate into the beginning level Russian and Spanish classes. Researchers then began developing the scripted strategies instruction. Teachers reviewed the lessons on strategies and provided feedback. Instruments were reviewed for content validity based on observations and class materials, and feedback on the content of the instruments was elicited from teachers.

Year 2: 1991-1992

Major objectives and accomplishments for the second year of the study were to implement language learning strategies instruction with beginning level Russian and Spanish students in a quasi-experimental design. Three Russian and two Spanish beginning level classes received

scripted strategies lessons twice weekly for seven months. Control classes were one Russian and one Spanish class, in which teachers did not provide strategies instruction. In addition, student and teacher informal assessment instruments were carried out in one class each for Russian, Spanish, and Japanese. The Russian and Spanish classes completed the assessment forms on a monthly basis for seven months and also received strategies instruction. The Japanese class used the forms weekly for a semester. Researchers conducted monthly or bimonthly observations of the strategies classes depending on time constraints and once a semester for the control classes. Pretest and posttest data was collected from the one beginning level Japanese class, three beginning level Russian strategies classes, two beginning level Spanish strategies classes, one beginning level Russian control class, and one beginning level Spanish control class.

Project staff also adapted beginning strategies instruction and instruments for intermediate level students. Researchers continued meeting with interested teachers to discuss intermediate level course materials and language tasks. Additional teachers were contacted and agreed to participate in the following year, 1992-1993.

Year 3: 1992-1993

In Year 3 the strategies instruction resource guides were used with intermediate level students of Russian and Spanish. Five Spanish teachers new to the study began their participation by attending two researcher-conducted professional development workshops on how to integrate learning strategies in the foreign language classroom. The availability of Spanish teachers made it possible to institute an experimental design that compared five strategies instruction classes with three control classes. Three of the teachers had their two Spanish class

sections randomly assigned to be either **strategies** or **control** classes, using a coin flip to determine assignation of the class to the experimental or control condition. In experimental classrooms, teachers implemented the strategies instruction. In control classrooms, teachers taught as they normally would. Group meetings with the teachers focused on planning instruction to be as comparable as possible across classes, so that strategies instruction would be the only difference between the classes. One of the teachers had incomparable classes (1 honors and 1 "regular" section), so she taught strategies to both classes. Scripted strategies lessons were provided by the researchers for the fall 1992 semester, then teachers developed their own strategy lessons in the spring 1993 semester. Observations were conducted monthly in the fall semester and the spring semesters with the exception of one strategies class which was observed weekly in the spring.

Due to small numbers, the Russian classes continued with the quasi-experimental design. The Russian participants from the two of the previous year's Russian Level 1 strategies classes were now participating as Level 2 students in two classes that combined Levels 2, 3, and 4. One of the combined classes continued with strategies instruction and the other class returned to the normal curriculum with no strategies lessons. The Russian teacher continued to receive scripted strategies lessons throughout the school year. Researchers conducted monthly observations of the strategies class and observations once a semester for the control class.

Pretest data were collected from all students in the fall 1992. Because the student population in the Spanish classes varied from the fall to the spring semester, Spanish posttesting was conducted in January 1993 after the scripted lessons had been presented. The Spanish

Student Questionnaire was developed and administered in spring 1993 to collect additional data. For the Russian students, all posttesting was conducted in spring 1993. Data were analyzed and the final report, as well as articles for publication, were written and submitted.

Data Analysis Procedures

Several types of analyses were conducted on the data. Relationships between variables were determined using correlational analyses. T-tests were conducted to identify gains or losses between pretests and posttests. Experimental and quasi-experimental data were examined through the use of Analyses of Covariance (ANCOVAs) to identify whether differences existed between treatment and control groups. Additionally, qualitative analyses were used to examine open-ended questionnaires, interviews, and observations. Specific analyses are identified in the remaining chapters, in relationship to the specific research questions.

CHAPTER III

STUDENT USE AND PERCEPTIONS OF LANGUAGE LEARNING STRATEGIES

Overview

A principal goal of teaching language learning strategies in high school foreign language classrooms is to develop the ability of students to control their own language learning. In developing independent learners, strategies instruction is expected to result in:

- awareness of one's own learning processes;
- active strategic engagement in learning processes (i.e., use of strategies);
- proficiency gains in the target language with strategy use;
- extension of effective strategies to other subject areas.

Because students' involvement in their learning is so critical to the success of any strategies instruction approach, an important challenge facing the researchers is getting the students "to buy into it." (We have found that teachers commonly use the term "buy into" to express their own acceptance, as well as students' acceptance, of educational interventions.) The teacher/researcher teams in this study had to create strategy lessons that not only accommodated language levels and program objectives, but also imparted a sense of face validity to students. That is, for students to be willing to apply effort in using strategies, they must believe that the strategies are valuable learning tools. Students' perceptions about strategies, including enjoyment in learning them, may affect students' willingness to use strategies independently. Therefore, student perceptions are an important consideration in developing and evaluating instruction. This chapter reports

on two interrelated research questions focused on students:

- What are students' perceptions of the learning strategies instruction they received?
- Do students instructed in learning strategies apply the strategies independently?

Objectives

Three principal goals were addressed in this part of the study. The first goal was to understand students' perceptions about strategies instruction and individual strategies, including their beliefs about the value of strategies and their enjoyment of the strategies instruction. The second goal was to obtain student feedback about how strategies instruction could be improved. The third goal was to examine the extent to which students applied the strategies independently, a critical purpose of the instruction.

Methods

Subjects

In Year 1 of the study (1990-1991) subjects were identified. The examination of students' use and perceptions of strategies took place during Year 2 (1991-1992) and Year 3 (1992-1993) of the study. In Year 2, beginning level foreign language students participated. Participants during Year 2 included 51 Spanish students (two classes) and 85 Russian students (3 classes) from two school districts. The Year 3 participants included 93 students from Intermediate Level (Level 3) Spanish classes. Year 3 participants also included 62 students from two mixed-level (Levels 2-4) Russian classes. All of the Year 3 participants were in the same school district. The Russian teacher in Year 3 had participated in Year 2, as had some of her students. All of the Spanish

teachers and students in Year 3 were new to the study. (See Chapter II for more information about subjects in Years 2 and 3.)

Instruments

In both Years 2 and 3, the Learning Strategies Questionnaire (LSQ) was used to investigate students' independent use of strategies. Midyear Student Questionnaires tapped students' use and perceptions of strategies. Classroom observations provided additional insights into students' learning and perceptions of strategies. In Year 3, an additional Spanish Student Questionnaire focused on students' perceptions and preferences of strategies. (Chapter II contains detailed descriptions of these instruments.)

Procedures

Strategies Instruction

Chapters II and V provide detailed information regarding the strategies instruction and how it was developed. Year 1 was devoted to pilot testing instruments and strategies instruction. The following paragraphs summarize the strategies instruction in each subsequent year of the study.

Year 2 instruction. In 1991-1992, teachers used strategies instruction with their beginning-level students, teaching the following strategies: Directed Attention, Grouping, Cognates, Visualization, Personalization, Selective Attention, Cooperation, Prediction, and Contextualization (see Chapter II for strategy definitions). Although all of these strategies were taught, the focus was on vocabulary strategies and anxiety-reducing strategies (e.g., working cooperatively with peers). The researchers provided scripted lessons to all teachers throughout the 1991-1992 school year.

Year 3 instruction. In Year 3, the focus shifted to intermediate-level students. The participants from the previous year's Russian Level 1 class were now participating as Level 2 students in a class that combined Levels 2, 3, and 4. This combined intermediate Russian class continued with strategies taught the previous year, adding strategies for reading and listening. The Russian teacher continued to receive scripted strategies lessons in 1992-93.

A major development in instructional design in 1992-1993 was the use of an overall model of comprehension to present a set of listening and reading strategies to the Level 3 Spanish classes. The model included four metacognitive stages, each including specific cognitive, social, or affective strategies. The Planning phase of the model emphasized the strategies of Activating Background Knowledge/Predicting and Selectively Attending. The Monitoring Comprehension Phase introduced Using Imagery and Personalizing/Relating Information to Background Knowledge. A Problem-solving stage offered the strategies of Inferencing and Questioning for Clarification. The final stage of Evaluating recommended Summarizing and Verifying. (See Chapter II for elaboration on this model.) In contrast to the intermediate-level Russian class and the beginning-level Russian and Spanish classes of the previous year, the four 1992-93 Spanish teachers began developing their own strategy lessons after one semester of scripted lessons provided by researchers. The teacher-generated strategy lessons resulted in richer observational data, yielding deeper insights into students' perceptions of strategies instruction.

Analyses

Descriptive statistics were calculated on all quantified data. Qualitative data from questionnaires and observations were studied for consistent patterns and important insights regarding students' perceptions of strategies and strategies instruction.

Findings

Beginning-Level Student Perceptions of the Learning Strategies: Year 2: 1991-1992

Perceptions of Individual Strategies

The Mid-year Questionnaire of Year 2 (beginning-level) yielded several patterns in student perceptions of the strategies. For example, Year 2 students found the following strategies most useful for foreign language classes: Directed Attention, Selective Attention, Cognates, and Cooperation. The main difference in ratings of strategy usefulness across the two languages was that Spanish students generally rejected the Grouping strategy, whereas the majority of the Russian students found it useful.

Year 2 students' positive responses focused on why they found a specific strategy helpful. The following quotations illustrate students' perceptions about strategy usefulness:

Directed Attention: If I go into a project having already decided to pay attention, it is easier and the answers come to me quicker.

Selective Attention: It filters the extra material and leaves the important information.

Personalization: I can easily remember by relating it to something I am familiar with.

Such comments also indicated an understanding of the strategy and how to use it.

In contrast, some of students' negative responses indicated misconceptions or incomplete understanding of the strategy. For example:

Directed Attention: I can concentrate on two things at once and still learn what I'm supposed to. I try to but it's often hard because at times distractions usually get my focus.

Cognates: I do not mix other languages with Spanish.

Grouping: I don't use it because it just helps you say (the vocabulary), not know what it means.

Other negative responses, however, did not seem to be due to a lack of understanding of the strategies. In general, these perceived drawbacks of strategies can be categorized as beliefs that: (a) too much time or effort is required to carry out the strategy; (b) the strategy "doesn't work for me"; (c) the strategy applies only in certain situations.

Classroom Observations: Use and Perceptions of Strategies Instruction

Classroom observations in Year 2 provided some insights into students' reactions to the strategies instruction as a whole, as well as into students' in-class use of strategies. Students in the introductory level Spanish and Russian classes appeared to be on-task when using strategies such as Grouping and Selective Attention to tackle new vocabulary or new grammatical structures. During classroom observations, the students seemed knowledgeable in the strategy terminology and in the appropriate application of the strategies.

In contrast to students' apparent knowledge regarding the instructed strategies, their attitudes toward strategies--at least those expressed during observations--were somewhat negative. For example, sometimes students groaned when the teacher

mentioned strategies; this was especially true when the teacher made an announcement that strategy instruction or use would begin. From the observer's perspective, the language learning strategy instruction sometimes seemed forced and repetitive for these beginning level students.

Intermediate-Level Student Perceptions of the Learning Strategies: Year 3 1992-1993

The Mid-year questionnaire given to the Year 3 Intermediate level Russian and Spanish students contained three open-ended questions pertinent to student perceptions. Students' responses to these items were classified into broad categories for comparisons. Figures 2 and 3 show the category distributions of student responses to each question. Further discussion of student responses to these questions are presented in the following paragraphs.

As Figure 2 indicates, 72% of the students found strategies instruction Helpful or Very Helpful. Insights into reasons for students' perceptions of the helpfulness of strategies instruction can be found in Table 6, which illustrates representative positive and negative comments from students in Year 3.

Figure 2. Perceived helpfulness of strategies instruction.



Figure 3. Appeal of strategies instruction.

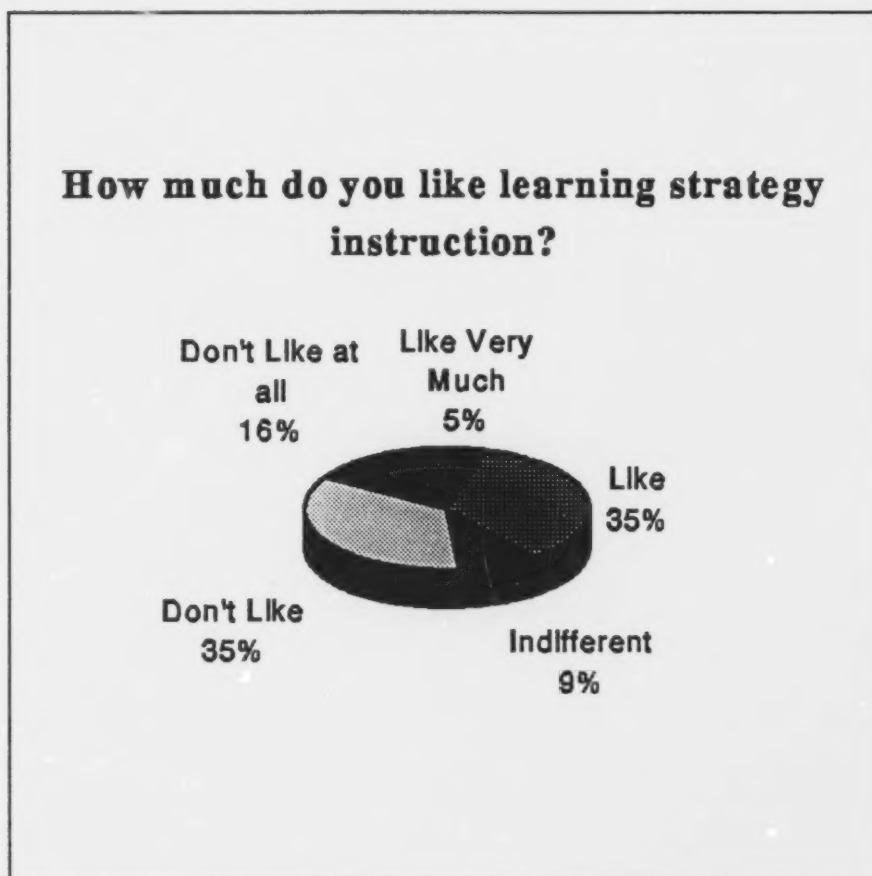


Table 6. Year 3 Student Comments Regarding the Helpfulness of Strategies Instruction

Positive Comments	Negative Comments
(Helpful) because some of the strategies I would never use unless someone reminded me.	It takes up a lot of time, and most people already use the strategies subconsciously. It doesn't help to think it (think aloud).
(Helpful) ...especially if you practice them and then do them without thinking.	Many are either silly or you do them already.
Helps to see new ways you could learn besides what you're already doing.	Not very (helpful), because I don't use any that I've been taught...I have my own.
It is helpful to have a name for the strategies, but I was already using most of them subconsciously.	Also, different strategies are better for different people.
I think I understood the readings much better than I would have without.	

Overall, students made more positive remarks than negative ones regarding helpfulness of the strategies. The greater frequency of positive comments indicates a willingness on the part of most students to incorporate the strategies in their learning process. Moreover, the students seemed pleased with the metacognitive awareness that the strategies instruction engenders. Some students pointed out, however, that automaticity of the strategies is a goal that requires practice.

Individual Strategy Preferences

Student perceptions of the individual strategies were revealed in the end-of-year Spanish Student Questionnaire. Students were asked to rank from 1 to 6 the following strategies according to personal preference: Prediction, Selective Attention, Imagery, Personalization, Inferencing, Questioning for Clarification, Summarizing, and Verification. The most highly ranked strategies were Imagery and Selective Attention. Imagery and Selective Attention were also among the strategies most frequently used by teachers during observations. The lowest ranked strategies were Personalization and Verification.

Student Feedback about Strategies Instruction

Although most students found strategies instruction both helpful and easy, several of them still did not enjoy it. Students frequently qualified responses about the ease of strategies instruction by talking about what they found important in strategies instruction. They also provided feedback when elaborating on whether they liked strategies instruction. Student comments in response to these two questions are illustrated below:

While in class and doing a project in which we have to use the strategies it is fairly easy, but when I am doing my work alone or at home and am not specifically told to use a strategy, I forget...

Pretty easy, if you know what to look for.

They are easy to understand but hard to do.

It helps me a lot and reinforces what I do that's good already.

It is easier to learn by using it a lot.

Easiest is to have someone tell you, but usually the best for you is once you figure it out.

I like to figure it out on my own.

It seems kind of silly; I have my own strategies and different ones work for different people.

It is ok, but by the time we are in Sp 3, we already have our own learning strategy. They should be taught at the beginning of Sp so that they become habitual.

Some of the exercises are fun, but mostly it seems like we repeat the same things over and over.

Kind of robotic and monotonous, but it works.

It is easy but boring.

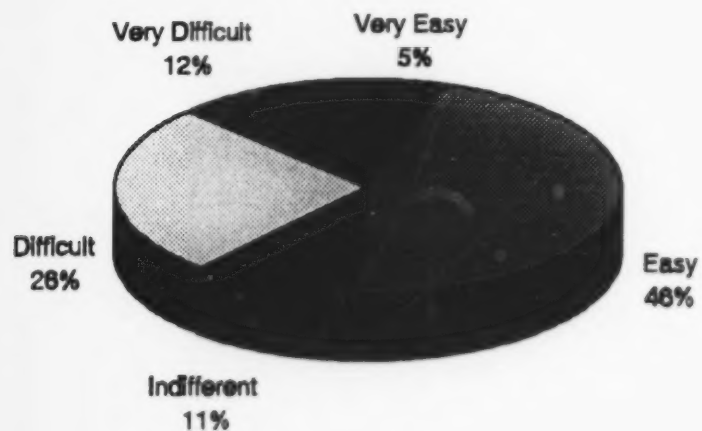
Student comments indicated that whereas some students wanted less exposure and found the instruction boring, other students believed they needed more guidance in remembering when to apply strategies.

Student Perceptions about Thinking Aloud

Thinking aloud was an important component of the strategies instruction. Students were asked to tell what they were thinking as they worked through a task, to make their thought processes explicit. Thinking aloud was especially emphasized in Year 3 strategies instruction. Because thinking aloud is not a common approach for language instruction, however, we were interested in how students felt about using it. Spanish students were asked how easy or difficult it was for them to think aloud during reading or listening tasks in Spanish. Figure 6 indicates that the majority of students found thinking aloud to be easy. Moreover, during classroom observations, students often were seen immersed in think-aloud activities in the target language, albeit an interlanguage version of it. More often, however, the think-aloud was in English, with some Spanish interspersed.

Figure 4. Students perceptions of the ease/difficulty of thinking aloud.

How easy/difficult is thinking aloud in Spanish?



Students Independent Use of Strategies

Student responses on the Learning Strategies Questionnaire (LSQ) were used to identify the degree to which students used the strategies on their own. The LSQ contained statements describing strategies (e.g., Before reading, I think of what I already know about the topic and words I expect to read.). Students responded to the statements by circling the option which best described how frequently they do the described technique. Options were never, rarely, sometimes, usually, and always-always was changed to almost always in the 1992-1993 version of the LSQ. The response options were given numerical codes--never=1, rarely=2, sometimes=3, usually=4, and almost always=5. Mean scores on the posttest were calculated for each of the languages at both the beginning (1991-1992) and the intermediate levels (1992-1993). At the beginning level the mean score of Russian students' reported use of strategies was 3.28 (SD=.41) and the mean score for the Spanish students was 3.09 (SD=.52). The mean scores were slightly higher at the intermediate level with the mean for the Russian students at 3.40 (SD=.56) and for Spanish students at 3.58 (SD=.47). According to the responses students said that they used the strategies when doing tasks described on the questionnaire approximately half the time. (See Appendix A and Chapter II for a more detailed description of this instrument.)

Continued Strategies Use in Subsequent Levels

Two of the beginning level Russian classes were followed from 1991-1992 through 1992-1993. Mean scores on the 1991-1992 posttest and the 1992-1993 pretest Learning Strategies Questionnaires were used to address students' continued use of

strategies. A t-test was conducted to identify changes in strategies use. No significant difference was found. The mean score on the 1991-1992 posttest was 3.18 ($SD=.44$) and on the 1992-1993 pretest it was 3.21 ($SD=.54$). The lack of change indicates that students were maintaining their frequency of strategies use from the beginning level of study to the intermediate level of study.

Discussion

Transfer of Learning Strategies

The research team proposed to look at maintenance and transfer of language learning strategies by investigating whether students continued to use strategies in subsequent levels of study. This issue was assessed in only one language, Russian, because most participating teachers and students changed over the three years. The data showed that from the time of posttesting--April, 1992-- in the beginning level to the time of pretesting--October, 1992--in the intermediate level, Russian students maintained the frequency with which they used the strategies described on the questionnaire.

Another way that we were able to study transfer for both languages was by asking students whether they used the instructed strategies at home. A difference in transfer was found between the Russian and the Spanish classes. Specifically, the Russian students reported using instructed strategies--such as Directed Attention, Selective Attention, and Cognates--at home, whereas the Spanish students did not. This distinction could be due to differences in students' ability or willingness to transfer the use of the strategies to the home environment. Because Russian is considered a difficult language to learn, it is possible that Russian students are generally more motivated than Spanish

students, some of whom may have chosen the language simply to fulfill a language requirement. Although certainly not all Spanish students would choose the language because they perceive it to be easy, it seems students would be less likely to choose Russian because they think it will be easy. If Russian students are motivated to learn a challenging language, and if they experience success with strategies in school, they may be more likely to extend strategies to their personal study of the language.

Student Understanding of Instructed Strategies

Regardless of whether the students decided to use the strategies on their own, nearly all of the students could identify the meaning of the strategies and how they could be applied. The fact that students became well-versed in discussing a repertoire of strategies previously unfamiliar is a measure of the success of the learning strategies instruction, and reflects on students' awareness of language learning processes in general. Another indication that students had metacognitive awareness regarding foreign language learning was that students in both Russian and Spanish strategies classes were able to describe how they tackled language tasks, whether or not their approaches included the instructed strategies.

Implications of Student Perceptions of Strategies and Strategies Instruction

Valuing Strategies: Necessary, but Not Sufficient

Another important finding regarding the success of the strategies instruction was that most students found strategies instruction useful. This finding contrasts sharply with the attitudes students displayed during some classroom observations (e.g., groaning when strategies instruction was introduced), but it is consistent with students' positive views

about the usefulness of the individual strategies. Students' attitudes about strategies indicated that it is not enough to ensure that students see the value in strategies. For example, half of the students in one year of the study said they did not enjoy strategies instruction, even though they believed it was helpful.

Scaffolding Instruction More Rapidly

It was clear that several students found the strategies instruction boring and repetitive. One possibility is that the instruction was not scaffolded quickly enough. That is, teachers may have been continuing explicit explanations at a point when students only needed a brief reminder to use a strategy. On the other hand, the length of time spent on explicit instruction could also depend on individual differences between students. Some students may need more explicit instruction than others. Another possibility is that the researchers' explanations of strategies were not well-matched to students' interests or maturity level. Future instructional development should focus on casting strategies in diverse ways that will not seem "boring" or "silly" to high school students.

Ironically, the strategies that students ranked high in preference (e.g., Imagery and Selective Attention) were also strategies that were frequently emphasized during the instruction that was observed. In contrast, lower ranked strategies such as Personalization and Verification were used less frequently. Thus, even though several students complained that strategies instruction was repetitive, students seemed to prefer strategies that had been discussed more frequently. One possible reason for this finding is that students simply rated the most familiar strategies as their favorites. Alternatively, teachers may have picked up on strategies to which students were more receptive,

emphasizing those strategies during instruction.

Expanding, Not Replacing, Students' Strategic Repertoires

Several students who did not enjoy strategies instruction said they already had a different set of learning strategies they liked to use. Such comments indicate that it may not have been clear that the goal was to expand students' repertoire of strategies, not to replace existing strategies with a fixed model. Future instruction, therefore, should capitalize even more on strategies that students are already using and finding helpful. For example, even more time could be spent on students' sharing their strategies with classmates, which was an activity that occurred early in these strategies interventions but was not continued.

The Role of Integrating Strategies Instruction with Language Instruction

Our belief through our work in these studies is that integration of strategies instruction is critical in affecting students' perceptions of the strategies' value. Specifically, strategy lessons must be tailored to the level of the class and be interwoven uniformly into lesson plans. When strategies are not well integrated, students are likely to perceive them as additional work, rather than an integral part of learning the language.

Although the researchers in this study tailored strategies lessons to curriculum objectives and individual teaching styles, it was up to the teachers to integrate the presentation of strategy lessons with their own language lessons. The teachers' relative success in integrating strategies instruction probably affected students' attitudes about the instruction (i.e., whether they perceived strategies as an integral part of learning or as an "add-on"). In fact, interviews with the teachers indicated that the integration of

strategies instruction was less than complete.

A particular factor that may have affected students' view of strategies was that the strategies lessons were not graded. Not only were students not reinforced with grades for participating in strategies instruction, but also the lack of grades may have contributed to a view of strategies as something extra. Because strategies instruction was not emphasized through the grading system, it was especially important for teachers to show a strongly positive attitude towards strategy instruction and to provide a convincing rationale for strategy use.

Our view is that future instruction should integrate strategies even more completely with other language learning goals. It should be clear to students that strategies are a critical part of learning a foreign language; therefore, activities emphasizing strategies' use should be part of the class grade. Moreover, teachers need to come to view strategies as integral instruction. Statements like, "Now it's time to talk about strategies" send the message that strategies instruction is something extra. Until teachers come to own strategies as part of their instruction, it is unreasonable to expect students to "buy into" strategies and use them independently.

CHAPTER IV

IMPACT OF LANGUAGE LEARNING STRATEGIES ON STUDENTS

Overview

Research on learning strategies has indicated that effective learners are better able to choose appropriate strategies to aid their learning in comparison to less effective learners who use strategies, but often inappropriately (Abraham & Vann, 1987; O'Malley, Chamot, & Kupper, 1989; Vann & Abraham, 1990). This chapter contributes additional information on the effects of learning strategies with high school students of Russian and Spanish by addressing research questions 2a and 2b of the study **Methods for Teaching Learning Strategies in the Foreign Language Classroom**:

- 2a. Do students who use the strategies show greater gains in language proficiency and perceive themselves as more effective language learners than student who do not use the strategies?
- 2b. Do students instructed to use the strategies show greater gains in language proficiency and perceive themselves as more effective language learners than students who were not instructed to use the strategies?

The chapter focuses on the statistical analyses of the data collected from Russian and Spanish students during the quasi-experimental and experimental years of the study (1991-1992 and 1992-1993).

Objectives

The purpose of this study was to investigate the impact of language learning strategies with high school Russian and Spanish students in regard to their language

performance and level of self-efficacy for language learning. In addition, quasi-experimental and experimental approaches were used to determine whether students instructed in learning strategies differed from students not instructed in strategies according to their use of strategies, performance in the language, and level of self-efficacy.

Methods

Information in the methods section is presented for both intervention years of the study (1991-1992 and 1992-1993). The first year of the study focused on the development and pilot testing of instruments and instruction and the identification of subjects.

Subjects

Year 2: 1991-1992

Research focused on students in beginning level high school Russian and Spanish classes. Data were collected on 51 Spanish students receiving strategies instruction in two classes, and on 28 students not receiving strategies instruction in one class. Beginning level Russian participants included 85 students receiving learning strategies training in three classes, and one class of 26 students following their regular curriculum with no strategies training.

Year 3: 1992-1993

The third year of the study, 1992-1993, focused on intermediate level students of Spanish and Russian. The treatment groups receiving strategies training had 93 students of Spanish in five classes and 31 students of Russian in one class, and the control groups

consisted of 80 students of Spanish in five classes and 31 students of Russian in one class. (See Chapter II for more details describing participants in both years.)

Instruments

The instruments for the research questions addressed in this chapter consisted of: (1) the Learning Strategies Questionnaire (LSQ) that assessed the type and frequency of strategies use by students; (2) the Language Test (LT) that assessed performance in the target language; and (3) the Self-Efficacy Questionnaire (SEQ) that assessed students' level of confidence in performing representative language tasks. The instruments each had two versions corresponding to the two language levels of strategies instruction. The first version of the LSQ focused on memorization strategies and strategies for reading, listening, and speaking at the beginning level of foreign language instruction. The second version of the LSQ targeted strategies for the receptive skills at the intermediate level of instruction. The LT consisted of two beginning level language tests one each for Russian and Spanish, and two intermediate level tests, one for each language. The beginning level SEQ included sample language tasks corresponding to those on the beginning level LSQ and the intermediate level SEQ had tasks for language comprehension similar to those of the intermediate level LSQ.

Data were collected through these three measures twice during each year of the quasi-experimental and experimental studies. Pretesting was conducted before strategies instruction implementation and posttesting was conducted after implementation of the

Table 7. Summary of Subjects and Instruments

<u>Year and Level</u>	<u>Year 2: 1991-1992</u> <u>Beginning Level</u>				<u>Year 3: 1992-1993</u> <u>Intermediate Level</u>			
	<u>Treatment</u>		<u>Non-Treatment</u>		<u>Treatment</u>		<u>Non-Treatment</u>	
<u>Language</u>	<u>Russian</u>	<u>Spanish</u>	<u>Russian</u>	<u>Spanish</u>	<u>Russian</u>	<u>Spanish</u>	<u>Russian</u>	<u>Spanish</u>
<u>Number of Students</u>	85__	51__	26__	28__	31__	93__	31__	80__
<u>Instruments</u>								
Learning Strategies Questionnaire (Pretest & Posttest)	✓	✓	✓	✓	✓	✓	✓	✓
Language Test (Pretest & Posttest)	✓	✓	✓	✓	✓	✓	✓	✓
Self-Efficacy Questionnaire (Pretest & Posttest)	✓	✓	✓	✓	✓	✓	✓	✓

instruction. See Appendix A for copies of the instruments and Chapter II for more information concerning the content of the measures.

Procedures

Table 7 provides a summary of the procedures used to address Research Questions 2a and 2b. Year 2: 1991-1992.

Two Russian and two Spanish teachers implemented scripted language learning strategies instruction, developed by the researchers, in their beginning level classes for seven months of the academic year. The instruction was integrated into the curricula of participating school districts by using teachers' materials as the basis for the strategies. The instruction presented metacognitive strategies for developing an awareness of how to manage the learning process and cognitive strategies for manipulation of the material to be learned. Vocabulary development was strongly emphasized by all teachers at this level. Three of the four language skills--reading, listening, and speaking--were represented in the strategies instruction, but writing was not emphasized. The four strategies teachers presented learning strategies instruction approximately twice a week. One additional class in each language participated as a control group that did not receive strategies instruction, but continued their typical instruction. Researchers conducted classroom observations of the instruction at monthly intervals for two of the classes and bi-monthly intervals for the two other classes.

Pretest and posttest data were collected from the four strategies and two control classes.

Year 3: 1992-1993

Strategies instruction was integrated into the curriculum for intermediate level students of Russian and Spanish. In contrast to the previous year, scripted lessons were provided by researchers only for the fall semester. In the spring, participating teachers developed their own lessons. The range of strategies included in the instruction was reduced to focus specifically on the receptive skills, because teachers agreed that listening and reading received substantial emphasis at the intermediate level. The Problem-Solving Process Model for Comprehension was developed by researchers as a way of presenting the strategies in a sequential order for students. (See Chapter II, Figure 1 for a more detailed explanation of the model.)

Five Spanish and one Russian intermediate level teachers, implemented the instruction to one class of their intermediate level students, and refrained from using the instruction in their parallel intermediate class. Classes were randomly assigned as strategies or control groups, based on a coin flip. All students were pretested in early fall 1992. Posttesting was conducted in January 1993 for the Spanish students because the change in semesters also included a change in student population. Posttesting occurred in spring 1993 for the Russian students.

Analyses

Data analyses were conducted according to research questions, and thus were similar across years of the study. For a clearer presentation, analyses are described with the findings they generated.

Findings

Research question 2a addressed the use of learning strategies in relation to language performance and self-efficacy. In Years 2 and 3, correlational analyses of strategies use with proficiency and with self-efficacy were conducted to address this research question.

An additional correlation was run to determine whether students' reported levels of self-efficacy were related to their language performance. A dependent pre-to-post t-test was conducted to see if the frequency of strategies use increased over the period of participation in the strategies instruction.

Strategies Use and Language Performance

Correlational analyses were conducted for each language in each year of the study to determine whether students who reported using more strategies on the Learning Strategy Questionnaire achieved a higher score on the Language Test. No significant results were found for either Russian or Spanish in either year.

Strategies Use and Self-efficacy

The data were also analyzed to identify correlations between students' reported use of strategies on the Learning Strategies Questionnaire and their reported level of self-efficacy on the Self-Efficacy Questionnaire. The results of correlational analyses from the second year (1991-1992) were significant and were moderate in strength for both languages. The Russian data had a correlation of $r=.438$ ($p=.000$, $n=67$) and the Spanish data had a correlation of $r=.313$ ($p=.011$, $r=.313$). These findings indicate that at the beginning level, first-year students who reported using strategies more

frequently tended to perceive themselves as more confident language learners. Conversely, students who reported less strategies use also tended to be less confident about their language learning abilities. In the third year of the study, use of strategies and self-efficacy were significantly correlated only for the Spanish classes. The correlation for these intermediate-level Spanish classes was $r=.334$ ($p=.000$, $n=119$). The significant correlations for the five Spanish classes and the beginning level classes the previous year suggest that strategy use and self-efficacy may be positively related.

Self-efficacy and Language Performance

Correlational analyses conducted on the Self-efficacy Questionnaires and the Language Tests revealed low to moderate positive relationships for most of the groups. The self-confidence of the first year Russian students in 1991-1992 had a positive relationship with the language test ($r=.260$, $p=.019$, $n=64$), as did the intermediate level Spanish classes in 1992-1993 ($r=.257$, $p=.006$, $n=95$). The self-efficacy of intermediate level Russian students in 1992-1993 only had a significant relationship with the listening section of the language test ($r=.353$, $p=.009$, $n=26$). These data suggest that students' language performance may be related to their level of self-efficacy.

Gains in Learning Strategies Use

A dependent t-test was conducted on pretest to posttest scores of the Learning Strategies Questionnaire. Gains were found in the intermediate level Spanish classes ($t_{72}=6.54$, $p=.000$), but not in any other classes. The mean score for the Spanish pretest was 3.37($SD=.46$) and for the posttest 3.71($SD=.49$).

Impact of Strategies Instruction

We addressed research question 2b, on the impact of language learning strategies, through quasi-experimental and experimental studies that compared data from students instructed to use strategies with data from students who did not receive strategies instruction. A series of Analyses of Covariance (ANCOVAs) were used to compare students' responses on the Language Learning Strategies Questionnaire, the Language Tests, and the Self-Efficacy Questionnaire. The ANCOVA was adjusted for pretest differences between experimental and control groups. Because the strategies instruction was different for each language, separate ANCOVAs were run for Russian and Spanish. For the beginning level classes in Year 2, both analyses showed no significant differences between strategies and control groups. The ANCOVA for the Year 3 intermediate-level Russian classes was also not significant. For the Year 3 intermediate-level Spanish classes, one of the ANCOVA assumptions was violated--the covariate (Learning Strategies Questionnaire pretest) had a significant interaction with the effect of instruction. Further analyses revealed that strategies instruction had a greater impact on strategies use for students who already reported using more strategies at pre-test. No significant differences were found for the Language Test and the Self-efficacy questionnaire.

Discussion

The preceding results section was divided into subsections reporting correlations, gains, and differences among the three instruments (Learning Strategies Questionnaire,

Self-efficacy Questionnaire, and Language Tests) used to address Research Questions 2a and 2b. The following discussion is organized to summarize and interpret these findings.

Strategies Use and Language Performance

This study provided no conclusive evidence regarding the relationship between reported strategies use and language proficiency. Although some sections of the Learning Strategies Questionnaire were correlated with some sections of the Language Tests, the overall correlation was not significant for Russian or Spanish in either year. Because previous research has indicated that there is a positive relationship between appropriate strategies use and language performance (Naiman, Frohlich, Stern, and Todesco, 1978; O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo, 1985; Chamot, O'Malley, Kupper, Impink-Hernandez, 1987), the inconclusive results could be attributed to characteristics of the Language Tests. Although the tests contained tasks that were proficiency-based (e.g. reading authentic texts, listening to weather reports, watching a video), the content was intended to be based on specific course materials. However, because the tests were written prior to the start of the school year, actual course materials varied somewhat from those originally projected. Therefore, parts of the tests were too easy for a majority of the students and other parts contained subject matter that had not been covered at all in class. Student attitudes could also have influenced their performance on the tests. Students were not given a grade or any other type of credit for doing well on the Language Tests. Researchers who administered the tests observed that many students did not appear to take the test seriously. Some students

did not complete the entire measure, seemed to randomly check responses, and/or openly complained about having to take the test which required a minimum of half an hour for completion. It seemed that motivation levels for success were not high. In addition, Teacher Rankings of students as "high, medium, or low" performance did not consistently correlate with the Language Tests (See Chapter VI for more details). Teachers probably had a good idea of students performance at the end of the school year, thus the insignificant correlation between Teacher Rankings and the Language Tests seems to further indicate the inaccuracy of the formal tests. The Language Tests may not have been accurate enough to capture students' true performance. In the future, researchers may want to use a standardized test, if available, or simply course grades to measure language performance.

Strategies Use and Self-efficacy

The correlation between the Learning Strategies Questionnaire and the Self-efficacy Questionnaire was significant for both Russian and Spanish at the beginning level of language study and for Spanish at the intermediate level. At the beginning level, the measure of self-efficacy presented students with representative language tasks such as learning vocabulary, understanding dialogues, reading authentic texts, and coping with an authentic social situation. The beginning level Learning Strategies Questionnaire contained similar, although not identical tasks (e.g. learning new vocabulary, listening, reading, and speaking). The significant correlation between the two beginning level measures suggests that students' level of confidence is related to their use of strategies

on the types of tasks represented on both measures. At the intermediate level, reading and listening were the two skill areas emphasized in both of the instruments. A significant correlation between strategies use for the receptive skills and level of confidence in one's abilities to use the receptive skills was found only for the Spanish classes. The larger number of intermediate-level Spanish students (119) provided far greater statistical power for identifying correlations than the small number of intermediate-level Russian students (30).

The relationship between strategies use and self-efficacy is important because it seems to support the hypothesis that students who use more strategies are also more confident language learners. However, the causal relationship of the two measures cannot be determined without further experimental data. Chapter VI of this report provides data indicating that levels of self-efficacy did increase over the academic year, but whether this increase was due to acquiring more knowledge of the target language, using strategies more appropriately and frequently, or a combination of the two, requires further investigation.

Self-efficacy and Language Performance

The Self-efficacy Questionnaire and the Language Tests were also studied in correlational analyses. Moderately significant results were found for the beginning-level Russian classes and the intermediate-level Spanish classes. The listening section of the Russian Language Test also had a positive relationship with the Self-efficacy Questionnaire at the intermediate-level. Although moderate correlations did occur, the

results should be taken cautiously due to possible validity problems with the Language Tests as previously discussed in this chapter. However, the results do indicate the possibility that students' performance in the language is related to their levels of self-confidence. It would seem that students who are more confident about their learning abilities would also achieve greater success because self-perception does seem to influence performance. Again, a causal relationship cannot be determined with correlational data.

Gains in Learning Strategies Use

An additional analysis was conducted through a t-test to determine whether students' use of strategies increased over an academic year. Contrary to expectations, only one of the groups, the intermediate-level Spanish classes, increased their strategies use. Although a causal relationship between strategies instruction and gains in strategies use could not be determined using pre-to-post comparisons, it was expected that strategies use might increase because the language material would become more challenging over time. One possible explanation for the lack of gains is that the language tasks were not difficult enough to warrant an increase in strategies use. Prior research has indicated a relationship between task demands and strategies use (Rubin, 1988; Barnhardt, 1992). If a task is difficult, then strategies are necessary. However, if a task is either too easy or too difficult, then strategies are not necessary or do not seem to help.

The increase in students' strategies use in the intermediate-level Spanish classes but not the other classes could also be attributed to the difference in the professional

development given to teachers. The group of intermediate-level Spanish teachers participated in collective training activities, whereas the other teachers received individualized training with researchers. The major distinguishing features of the collective treatment were attendance at professional development workshops, a framework for structuring strategies instruction, collaboration with colleagues, and the use of the Problem-Solving Process Model for Comprehension which sequenced specific strategies for the receptive skills. Although both groups of teachers received scripted strategies lessons, teachers in the collective group were better able to independently develop and integrate their own strategies lessons. These teachers may have also more successfully communicated better-developed knowledge of strategies to students more successfully enabling students to increase their use of those strategies taught. (See Chapter V for a more detailed discussion of the two types of teacher professional development.)

Impact of Strategies Instruction

Because the discussion in this section is based on the results of statistical analyses in the quasi-experimental and experimental part of the study, it is important to note some of the caveats of the current study. In the second year of the study, 1991-1992, the small number of classes available to participate made it difficult to randomly assign teachers to treatment conditions. The number of available Russian classes continued to be small into the third year of the study. The small numbers participating made it difficult to identify effects due to low statistical power and the lack of random assignment

made it impossible to draw straightforward causal implications about the impact of strategies instruction. For example, in both languages, participating classes during 1991-1992 represented several school districts. Thus, students were exposed to different learning materials. Observations by researchers also revealed that other variables such as the teacher's methods of instruction and use of classroom technology may have affected students' use of strategies and sense of self-efficacy. Moreover, at least one of the control teachers had been exposed to the theory behind learning strategies integration and admitted to "occasionally" mentioning strategies to his students. Furthermore, the control and treatment classes were not equivalent on the measures at the outset of the study.

There was a sufficient number of Spanish classes in the third year of the study for random assignment, with teachers acting as their own controls. Despite random assignment, however, classrooms assigned to strategies scored consistently higher on some pretests than classes assigned as controls. Thus, analyses had to statistically control for differences at the outset. Moreover, although teachers agreed not to include explicit strategies instruction in the control classes, it is conceivable that teachers may have suggested strategies, especially if they felt that students in control were missing something beneficial. The short length of time for implementing the strategies instruction before posttesting (four months) could also have contributed to the nonsignificant findings between the Spanish control and treatment classes. Students may not have had ample time to practice and acquire the strategies on their own.

Conclusions

This chapter investigated the relationships between learning strategies use, level of self-confidence, and language performance. A positive relationship was identified between strategies use and self-confidence. Although conclusive evidence was not found for other relationships, the researchers believe that the possibility of such correlations is strong and therefore further investigation is necessary in this area. More information on the causal aspect of these relationships can help improve foreign language instruction by perhaps increasing language performance through interventions that increase strategies use and self-confidence.

CHAPTER V

PROFESSIONAL STAFF DEVELOPMENT AND IMPLEMENTATION OF LANGUAGE LEARNING STRATEGIES

Overview

This chapter examines language learning strategy instruction from the perspective of teachers. Key components of professional development for implementing language learning strategies instruction are discussed by comparing different approaches to training. The implementation of language learning strategies instruction is examined based on the experiences and resulting insights of participating teachers. This chapter addresses research question 3b:

What are different approaches to teacher professional development for implementation of strategies instruction?

Objectives

The primary objective of the professional development component of the project was to enable teachers to independently and naturally integrate learning strategies instruction into their classes. Individualized and collective approaches were examined to identify elements of professional support necessary for helping teachers effectively incorporate learning strategies into their daily lessons. The professional development given to teachers varied in the degree of formality, the amount of researcher assistance given to teachers, the time teachers spent in contact with researchers, and the types of materials used to develop strategies instruction.

Data describing teachers' perceptions of the implementation process for language learning strategies instruction were collected to present teachers' viewpoints on the effectiveness of language learning strategies instruction. These data also identified areas of language learning strategies instruction that teachers regarded as difficult and teachers' suggestions for improvement.

Methods

The professional development aspect of the project focused on two groups of teachers. The first group joined the project in 1990-1991 during which researchers collected foreign language materials and observed classes to identify teaching styles and characteristics of high school foreign language classes. This first group of teachers implemented strategies instruction the following year (1991-1992). The second group of teachers received training and integrated strategies lessons during 1992-1993. Information on teachers' attitudes toward the treatment they received and the implementation process of language learning strategies instruction was collected through discussions at meetings, a midyear 1992-1993 teacher questionnaire, and a 1992-1993 teacher interview (See Chapter II for descriptions; see Appendix A for copies of measures). In addition, researchers evaluated the effectiveness of the training procedures through classroom observations and discussions with teachers.

The teacher questionnaire and interviews were analyzed using a qualitative approach. Categories for both instruments were generated based on the questions in the instruments and additional topics frequently mentioned by teachers. Teacher responses

were then grouped according to the categories and comments were noted as positive or negative. Tallies of negative and positive responses were made for each category to determine the perceptions of the majority of the teachers.

Findings

Approaches to Professional Development for Implementation of Language Learning

Strategies Instruction

Several factors pertaining to the real world situation of teaching affected the amounts and kinds of professional support given to teachers. Instructors had a limited amount of time to spend on any activities outside of classroom teaching, so the developmental activities needed to be succinct while still imparting sufficient information for teachers to be able to grasp the concepts. Secondly, teachers had varying degrees of teaching experience and educational background. Therefore, part of the research investigation focused on the amount and kinds of support that were beneficial for everyone and which kinds needed to be individualized. Other factors to be considered concerning actual integration of the strategy instruction included the foreign language curriculum for each district, the language materials used by the teacher, and the level of instruction. Teachers in different school districts normally had different foreign language curricula, and even within the same districts teachers' specific materials varied. The learning strategies included in instruction differed according to the emphasis of the curriculum, materials, and level of language study.

First Cohort of Teachers (1991-1992)

The individualized approach was chosen for the first group of instructors (1991-1992), in part because the participants were from four school districts over a widespread area, making group activities infeasible. The treatment was characterized by one-on-one interaction between teacher and researcher, with much of the emphasis placed on developing learning strategy materials designed specifically for the teacher's curriculum and class level. Integration of the instruction was planned so that teachers could more easily learn how to teach learning strategies using their own familiar materials. Individual meetings between teacher and researcher were used to gather information about teachers' materials, to discuss with teachers which strategies were most appropriate, and to decide how the strategies could best be integrated into normal instruction. Researchers then developed scripted learning strategies lessons for each teacher twice weekly for an academic year. Researchers also observed classes, provided oral feedback, and revised strategy lessons based on observations and teachers' suggestions.

The treatments differed according to each teacher's circumstances. For instance, teachers sometimes chose to focus on different strategies because they emphasized certain skills in their classes. In one case, two teachers gave the same strategies different names in the target language. Two of the teachers were introduced to learning strategies and given guidance on how to teach them using strategies instruction integrated into their textbook. Another teacher received strategies instruction based upon language materials

she developed herself. The fourth teacher received strategies instruction based upon materials developed solely by the researchers. Also, the amount of time teachers spent with researchers varied according to their own availability and desire to meet. Observations and meetings occurred twice a month for two of the teachers, once a month for the third, and every other month for the fourth. Some teachers liked to go over each of the strategy lessons with the researchers, while other teachers preferred to work independently on the lessons, improvising at times and asking researchers specific questions when necessary.

The teachers' reactions to the development activities were examined based on the types of strategy materials they received. The two Russian teachers who did not use a textbook, but developed their own materials, were gratified to receive the scripted lessons. In part, this reaction was due to receiving new materials or having their existing handwritten materials typed. Both teachers liked the convenience of meetings at their own schools, but felt that interaction with other teachers doing the same type of instruction would have been motivating. One of the Spanish teachers working with a textbook complained that the materials took too much time so she sometimes didn't do all the lessons. In contrast, the other Spanish teacher would have liked to have worked with strategy materials other than those directly associated with the textbook, which she thought were repetitive.

Despite the scripted lessons designed to integrate strategies with content, the teachers' strategies instruction was not always integrated or explicit. Observations

revealed that teachers often set the strategy lessons apart from regular activities. For example, teachers had a tendency to make an announcement in class that it was time to do learning strategies which might indicate that the strategies were not given widespread application. Teachers in this first cohort said that they often felt uncomfortable with explicit instruction and admitted that they mostly did it when they were being observed by researchers.

By providing the amount and type of materials support each teacher felt was necessary, it was hoped that the instructors could take ownership of the strategies instruction by developing their own strategies lessons. However, most of the teachers had difficulty taking this final step. Perhaps teachers were not convinced of the effectiveness of strategies training, and therefore did not have sufficient motivation to independently incorporate strategies, or they may not have completely understood how to integrate it with course content. This problem seemed to indicate that teachers needed to have a more thorough understanding of the theoretical principles underlying strategies instruction, and therefore needed more professional development activities. Scripted lessons alone did not provide teachers with a sufficient model to follow. All of the teachers in this cohort felt it would have been beneficial to initially watch experienced teachers model strategy lessons.

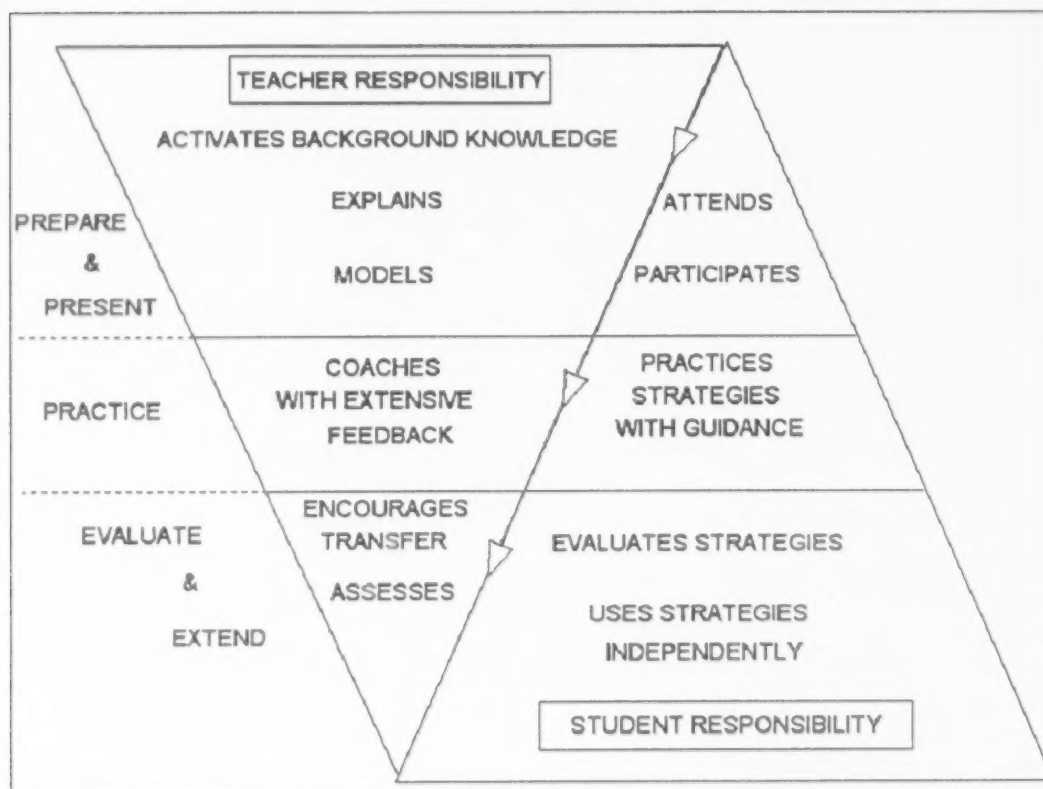
The Second Cohort of Teachers (1992-1993)

Based on the reactions of the first group of teachers, a collective approach too professional development was enacted the following year (1992-1993), in which

participants worked as a team to learn about the integration of learning strategies instruction into their regular curriculum. The difficulty of working with several foreign language curricula was addressed by focusing on teachers from a single school district. Students in their second and third years of language study received strategies instruction. Strategies for reading and listening comprehension were selected because teachers agreed that these were the two language skills that received substantial emphasis at the intermediate level of study.

The professional development activities began with two workshops for participants, which provided a theoretical rationale for strategy instruction and opportunities for teachers to examine their own learning behaviors as well as those of their students. A detailed explanation of the reading and listening learning strategies model to be incorporated was given along with sample learning strategy lessons, and a videotape of a teacher giving a strategy lesson. The workshop also presented teachers with a framework sequencing the steps for giving explicit strategy instruction (see Figure 7). The framework introduced the concept of scaffolded instruction which included the following stages: preparation, presentation, modeling, practice, evaluation, and extension. The beginning stages require the teacher to have a greater role in the process by providing students with strategic knowledge, but as time continues students begin to take more responsibility for strategies use.

Figure 5. Framework for Strategies Instruction



Adapted by El-Dinary and Brown (September 1992) from:
 Bergman, J.L. (1992). SAIL-A way to success and independence for low-achieving readers. *The Reading Teacher*, 45, 598-602.
 Chamot, A.U. & O'Malley, J.M. (1992). A conceptual framework for the integration of language and content instruction. In P.A. Richard-Amato & M.A. Snow (Eds.) *The multicultural classroom: Readings for content area teachers* (pp. 39-57). White Plains, NY: Longman.
 Pearson, P.D. & Gallagher, M.C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.

Unlike the previous years' individualized teacher-researcher meetings, the 1992-1993 teachers received identical scripted lessons and met as a group with researchers during the fall semester. Group meetings held every other week allowed teachers to share various aspects of their experiences with the strategies lessons with the researchers and with each other.

In the spring, teachers agreed to begin developing their own strategy lessons. The transition included frequent meetings with research staff to discuss each teacher's strategy lesson plans. At this point, the treatment given to teachers became individualized. Researchers met with teachers at their respective schools on an individual basis with the exception of two teachers at the same school who continued to work as a team. The teacher-generated lessons were observed weekly or monthly depending upon the teacher's preference. Immediate researcher feedback was given orally through post-observation meetings.

Teachers had a positive reaction to the collective approach, particularly the opportunities to interact with other teachers. One teacher stated that she liked the team meetings in the fall because she felt like they had formed a special group which created motivation to teach the strategies and gave her inspiration. However, all participants agreed that it was difficult to arrange for group meetings, given schedule conflicts, and felt that the individual meetings at their respective schools were much more convenient.

The scripted lessons were successful in serving as a model for teachers. Because the number of scripted lessons was limited, teachers felt responsible for completing all of them. Furthermore, because everyone was using identical lessons, participants were able to discuss common issues.

Two of the four teachers felt there were too many scripted lessons, stating that the target language content of the lessons did not always correspond exactly with what was being taught at the time.

Although teachers found the scripted lessons useful, they all preferred developing their own lessons. This attitude of independence indicated that instructors perceived themselves as competent in their understanding of strategies as well as in their ability to teach strategies. However, one concern shared by several teachers was the repetitive presentation of the strategy model. Teachers expressed some concerns in coming up with new ideas for teaching strategies, and would have appreciated more suggestions for varying the model.

Based on class observations, an initial team approach to professional development was more successful than relying solely on individualized training for reaching the goal of teachers independently integrating strategies. Using their own materials, the second group of teachers felt comfortable integrating the strategies on their own, whereas the first group relied on researchers to develop and integrate the strategies instruction. The second group of teachers were also better able to keep the strategies instruction explicit. Based on data collected through interviews, these teachers better understood the rationale for and implications of explicit instruction.

Findings Across Cohorts

Regardless of approach, time was an important obstacle to strategies instruction. Teachers had to set aside personal time for the professional development activities. Therefore, only highly motivated teachers participated. Other teachers who could possibly benefit first have to be convinced of the effectiveness of strategies instruction. Additionally, teachers must be willing to commit part of their class time to strategies instruction. Even though the instruction is integrated

into language activities, some class time needs to be devoted to the introduction to learning strategies and the discussion of students' learning processes. Moreover, content lessons that integrate an emphasis on process are likely to take longer than lessons on content alone.

In summary, the key components common to all teachers for professional development included a basic understanding of learning strategy theory, scripted lessons to serve as a model, opportunities to develop their own lessons, and perhaps most important, interaction with colleagues who are also engaged in learning strategies instruction. Experience teaching the strategies also enabled teachers to integrate them more effectively and to mention them more spontaneously at appropriate moments during instruction.

Teachers' Perception of Language Learning Strategies Instruction

This section presents teachers' perceptions of language learning strategies instruction. The emphasis is on the effectiveness of the instruction and difficulties encountered during implementation. Although participants received different types of professional development, their reactions to actual implementation of strategies instruction were similar, as described below.

Effectiveness of Strategies Instruction

All participating teachers believed that strategies instruction was generally effective. Teachers felt that by using the strategies students had to pay closer attention to the language task than they would have otherwise. One teacher stated that it was motivating to students to understand how and why they were doing an activity because students then became actively involved in the learning process. She further described language learning strategies instruction as a "very caring approach." In other words, she showed concern for how students were learning as opposed to

focusing only on what students knew. In this way, teacher and student worked together on the actual learning process with the goal of students becoming self-regulated learners (Derry, 1986).

Teachers also said the degree of impact of language learning strategies instruction depended on several classroom variables. For example, they believed that the instruction's effectiveness was related to student abilities. In a ranking task, teachers divided the class into high achieving, medium achieving, and low achieving students. Teachers felt that students in the middle third, or average students, received the most benefit from strategies instruction. Teachers indicated that the high achievers already used the strategies and were easily bored with the instruction. On the other hand, teachers said the low achievers did not have sufficient motivation to learn the strategies. Several teachers implemented strategies instruction in Honors classes but decided that in the future they would focus on it more in their regular classes. Teachers agreed that language learning strategies instruction worked best when targeted at average learners.

The effectiveness of language learning strategies instruction also depended on relationships between individual strategies and students' level of study. The first group of teachers (1990-1992) unanimously supported strategies for learning vocabulary in the first year of language study. Teachers found Directed Attention, Selective Attention, Grouping, and many of the elaboration strategies (Contextualization, Personalization, Visualization) beneficial for first year students because such strategies assisted the vocabulary memorization process. Although beginning level classes included activities for reading, listening, speaking, and writing, teachers concluded that students needed the most support in building up their vocabulary base. Individual teachers occasionally included strategies for a specific skill area based on the emphasis of their curriculum.

For instance, some teachers used authentic reading texts such as advertisements. They found that the strategies Inferencing, Using cognates and Prediction were useful for these types of texts.

The second group of teachers (1992-1993) implemented strategies instruction in their third year intermediate level classes and indicated a preference for reading and listening comprehension strategies. According to teachers' opinions, Predicting, Selectively Attending, Visualizing, Inferencing, and Summarizing were the most effective strategies for the receptive skills at this level. Teachers also agreed that it was better to focus on a cluster of related strategies as opposed to a single strategy. Thus, reading and listening were taught as processes that required preparation, monitoring, problem-solving, and evaluation. Teachers said that this model provided them with a structured and organized format which facilitated teaching receptive skills (see Chapter II for a detailed description and illustration of the Model for Comprehension).

Although this project did not focus on advanced level students, teachers suggested that strategies for writing and speaking would be appropriate for level four classes. At level four, teachers believed students had made the transition from mimicking language structures to actual creation of new utterances. Because writing and speaking tasks began to resemble those for native speakers, teachers believed that the transition from classroom to real life tasks could be facilitated with appropriate learning strategies.

Affective strategies were perceived to be beneficial for all students regardless of level. Students needed these coping strategies when they became frustrated or overwhelmed with learning a foreign language. For instance, teachers believed Self-Talk or Positive Reinforcement helped

students maintain motivation. Cooperation when working with classmates was also considered important, especially for high school students.

The teacher opinions of which strategies were best suited for student level may only be relevant to the particular languages and type of curriculum studied by this project. The matching of strategy to student level is related to the types of tasks emphasized by the curriculum at this level. However, teachers' feedback provided some evidence that strategy use is task dependent.

Difficulties Implementing Language Learning Strategies Instruction

Use of English. All teachers were concerned about an increase in the use of English during strategies instruction in their foreign language classes. Although participants admitted using English for clarification purposes in their classes prior to language learning strategies instruction, they thought language learning strategies instruction may have caused them to use more English. The use of English seemed greater during the beginning stages of language learning strategies instruction than during later stages. The initial presentation of learning strategies, including increasing students' awareness of their own learning processes, necessitated the use of English. However, as students became familiar with the strategies, teachers found they could keep more of the strategies instruction in the target language. The type of strategy and/or activity also determined the amount of English used. For instance, teachers thought that Thinking Aloud had to be done in English because students did not have the proficiency for verbalizing abstract thought processes in the target language (See Chapter III for student perceptions about thinking aloud in the target language.). In contrast, Selectively Attending and Summarizing could be done in the target language.

After a year of experience with language learning strategies instruction, the teachers generally agreed that they could use less English in their future strategies lessons. As teachers' self-perceptions of competence using strategies instruction increased, their use of English during strategies instruction decreased. Another suggestion for minimizing English was to develop simple terminology for language learning strategies instruction in the target language. Although the strategies were named in the target language, additional definitions and phrases for discussing language learning strategies instruction would have encouraged greater use of the target language. Such phrases were provided to Spanish teachers in the second cohort, but use of the phrases could have been emphasized more during professional development.

Time. In the beginning stages of implementation, teachers were concerned about the amount of additional class time spent on strategies instruction. They thought that less language material would be covered because of time allocated to strategies discussions. During the initial presentation of strategies, teachers did have to devote class time to discussions promoting student awareness of learning processes. However, when questioned at the end of the academic year, teachers agreed they covered just as much, if not more, material than they would have normally.

Another time-related issue that emerged concerns the relationship between strategies and language skills. One teacher (1992/1993) complained that by focusing strategies use exclusively on reading and listening strategies, she sacrificed speaking activities. In the future, this need not be the case, especially because language tasks often require several skills. The instruction can include strategy combinations for more than one skill.

Student motivation. Lack of student motivation proved to be a difficulty for some teachers implementing language learning strategies instruction. The problem was characterized by student apathy or unwillingness to use the strategies. Certain students, though never an entire class, were uncooperative and caused class management problems. Teachers were generally able to control these problems, but were concerned that students were becoming bored with language learning strategies instruction.

Teachers cited three factors they believed contributed to negative student reaction: repetitive presentation of strategies, excessive explicitness, and inappropriate strategy choices. The repetitiveness was due to teaching a limited number of strategies during an academic year. The strategies were continually recycled with the goal that they would become part of students' procedural knowledge. Teachers also thought students became bored with the constant explicitness of the language learning strategies instruction. The explicitness reached a point where teachers felt it became unnatural and forced. Negative student reactions also occurred when vocabulary learning strategies were repeated from first year into an intermediate level language course.

These three issues indicated that at a certain point students had accepted strategies they found beneficial and did not want to be given frequent reminders to use them. The instruction needed to be better scaffolded so that the explicit prompts gradually faded as students began to take responsibility for using strategies. The idea of fading prompts was supported by the fact that students expressed interest and cooperation in the beginning of language learning strategies instruction. Teachers reported that as long as the strategies were new, most students were attentive and willing to try them. However, explicit instruction was difficult to maintain over an academic

year with a limited number of strategies for this age group of students. Teachers thought that either new strategies had to be introduced or the strategies that had already been amply practiced needed only occasional reminders.

Conclusions

The findings based on the qualitative data in this chapter indicate that certain factors lead to the successful integration of strategies instruction with content material. First, teachers must be willing to commit themselves and a certain amount of their time to acquiring a basic understanding of strategies theory. Scripted strategies lessons are necessary for providing teachers with a model to follow. However, strategies lessons are most successful when developed by the teacher using her own materials. Interaction and collaboration with other colleagues also engaged in learning strategies instruction enables teachers to share ideas and brainstorm solutions to problems. Finally, the strategies instructional model needs to be scaffolded so that explicitness gradually fades as students begin to accept greater responsibility for learning.

CHAPTER VI

INFORMAL ASSESSMENT OF LANGUAGE SKILLS

Overview

Foreign language educators usually rely on formal summative assessment measures such as achievement tests to monitor students' progress. However, relying solely on formal assessment excludes the benefits of ongoing evaluation of the instructional process, as well as student involvement in assessing their own learning skills. This chapter presents the results of the **Assessment of Language Skills for Instruction** study, which investigated the role of teacher and student informal evaluation measures for Japanese, Spanish, and Russian high school foreign language classes.

The following research questions were investigated in this study:

1. Does periodic informal assessment of student learning by teachers enhance teachers' awareness of student progress?
2. Does periodic self-assessment and review of progress in language learning contribute to a perceived sense of self-efficacy as a second language learner?

Objectives

The principal goal of this study was to develop and test alternatives to formal proficiency assessment in foreign language instruction in high school Japanese, Russian, and Spanish classes. The two types of alternative assessment investigated were informal teacher evaluations and student self-evaluations. The informal instruments were used by teachers to assess students' performance according to curriculum objectives, in addition

to overall language learning ability and effort. Student self-assessment required students to become active participants in the learning process by establishing or becoming aware of learning goals and assessing their progress towards these goals. The study also developed an instrument of self-efficacy, which measured students' level of confidence in being able to complete representative language tasks.

Methods

Subjects

For each language--Russian, Spanish, and Japanese--one high school teacher and one class of her beginning level students participated. The Japanese class of 22 students was located in a private high school. The 23 Russian students attended a public school, as did the 26 Spanish students. (For more information concerning subjects, see Chapter II.)

Instruments

Data collection instruments for this study were: (a) a Self-Efficacy Questionnaire, in which students gauged their confidence to successfully complete representative foreign language learning tasks; (b) Student Self-Assessment Worksheets, which students used to review and evaluate their progress toward their own objectives or specific curriculum objectives; (c) Language Tests, which assessed students' performance in each of the target languages (d) Teacher Ratings for assessing students' progress in meeting course objectives; and (e) Teacher Rankings of students as high achievers, average achievers,

or low achievers according to their overall language performance (see Chapter II for more detailed descriptions of the instruments).

Procedures

Table 8 on the following page provides a summary of the procedures, which were similar for each of the participating classes.

The content of the assessment materials was established based on each foreign language curriculum and specific course materials of participating teachers. Research staff met with individual teachers to further ensure content validity of the measures and to determine the exact format for facility of use. The frequency of teacher-researcher meetings varied across languages--monthly for the Russian and Spanish teachers and weekly for the Japanese teacher. Because a main component of the study was to individualize the materials based on the teacher's perception of how assessments could be most beneficial, the measures reflected input from the teacher as well as from the researchers.

The materials were administered at the end of a chapter, unit, or lesson, depending on the curriculum. Russian and Spanish participants received the forms approximately monthly for six months. Japanese participants received the forms weekly for two months in the spring semester.

Table 8. Informal Assessment of Language Skills: Summary

	Japanese	Russian	Spanish
Subjects			
Teachers	1	1	1
Students	22	23	26
Instruments			
Self-Efficacy Questionnaire	_____	✓	✓
Pretest			
Posttest			
Student Self Assessment Worksheets	Weekly Spring 1992 After Unit Test	Monthly 1991-1992 Academic Year Before Unit Test	Monthly 1991-1992 Academic Year Before Unit Test
Language Test			
Pretest	✓	✓	✓
Posttest			
Teacher Ratings	Weekly Spring 1992 After Unit Test	Monthly 1991-1992 Academic Year Before Unit Test	Monthly 1991-1992 Academic Year Before Unit Test
Teacher Rankings			
Pretest	✓	✓	✓
Posttest			
Procedures			
Individual Meetings With Teachers	✓	✓	✓
Input and Feedback from Teacher	✓	✓	✓
Basis of Foreign Language Curriculum	Textbook	Proficiency Functional Objectives No Textbook	Textbook

Findings

The results of the study are divided into two categories, (1) assessment materials developed for each language; and (2) quantitative findings.

Informal Assessment Materials

While the types of information collected by the assessment materials varied with the curricula, teacher and student response options were identical across languages. Teachers used the following scale:

- 1 = Meets Objective--the student has fully attained the objective indicated in this area and can perform the activity unassisted;
- 2 = Needs Improvement--The student meets the objective in this area on some occasions but needs assistance on others;
- 3 = Does Not Meet Objective--the student usually needs assistance to perform the objective in this area.

Student response options were:

- 1 = I can do this easily.
- 2 = I had problems doing this.
- 3 = I can't do this yet.

Appendix A contains examples of student and teacher assessment forms for each language.

Japanese

An important product of this study was a set of Japanese assessment worksheets that the teacher and students found beneficial in tracking student progress. The teacher

was interested in evaluating students' progress towards specific course objectives that she had established and specified to the researchers. Examples of these objectives are:

- Knows how to tell time: 1 minute to 10 minutes
- Can say "I'm hungry."
- Can say "I am asking too much" in two ways

A joint decision was made between researchers and the Japanese teacher to give students evaluation items identical to those on the teacher's forms. The teacher wanted to compare her perceptions of students' progress with students' perceptions of their progress. Therefore, the students' checklist contained the same objectives as the teacher's, but the statements were in the first person singular form (e.g., I can say "I am asking too much" in two ways). Students completed the assessment measures after taking the lesson test, but before they saw the results of their tests. The teacher completed her forms after students had taken the lesson test so that her evaluations were based on students' performances.

Russian

The Russian assessment forms were developed for a school district that had recently begun a new proficiency-based foreign language curriculum organized around topics with functional objectives. The teacher gave these objectives to the researchers at the beginning of each unit to ensure content validity of the assessment measures. Examples of the types of objectives included on the teacher forms were:

- Student can describe his/her own home.

- Student can understand descriptions of houses.
- Student can read authentic ads related to housing.

In addition to language proficiency tasks, the Russian teacher also rated students on learning behaviors. This enabled her to identify students' strengths and weaknesses for learning in relation to the course objectives. Examples of teacher evaluation of students' learning behaviors were:

- Student completes homework assignments on time.
- Student pays attention in class.
- Student is willing to initiate problem-solving techniques.

Both teacher and student assessment measures were used near the end of instruction on a theme, but before the unit test, so that areas needing improvement could be addressed before the formal assessment.

The Russian student self-assessment forms corresponded to each theme and contained statements describing proficiency-related language tasks, which were chosen based on course objectives. The student forms contained similar but not necessarily identical information as the teacher forms. Examples of student evaluation statements were:

- I can tell someone I am not feeling well.
- I can describe members of my family and friends.
- I can tell someone what classes I take at school.

Students were able to base their responses on actual performance because worksheets also required students to test themselves by performing the task in Russian.

Completing the measures before the unit tests gave students the opportunity to identify and clarify problem areas.

Spanish

The Spanish assessment forms were based on the textbook, which included teacher objectives and student review tests for each chapter. Both teacher and students completed the forms at the end of the chapter but before the unit test. The two measures contained similar, but not identical, objectives.

The teacher assessment form included statements describing students' ability to perform language proficiency tasks based on the objectives in the textbook. Examples of these types of statements were:

- Student can express preferences for clothing and color.
- Student can identify seasons of the year.
- Student can express likes and dislikes for food.

The teacher also assessed her students on learning behaviors which allowed her to look for possible reasons behind students' class performances. Statements describing learning behaviors included:

- Student recognizes cognates.
- Student is able to learn vocabulary for the chapter.
- Student understands spoken Spanish in listening activities.

Students assessed their abilities to perform tasks presented at the end of each chapter in the student review test. The assessment forms instructed students to do a

specific section of the review test, and then to complete the self-evaluation measure. The Spanish student assessments were in the form of questions. Examples included:

- How sure are you that you could use *es* or *son* and the correct indefinite article with place names?
- How sure are you that you could use the verb *ir* appropriately in given sentences?
- How sure are you that you could state your transportation preferences to a partner?

The student assessment measures were designed to make students more aware of their abilities by examining their progress in the class.

Teachers' Informal Assessments and Formal Measures of Language Performance

The first research question addressed was how well teachers were aware of student progress. Correlations were calculated between the informal assessment of Teacher Rankings and the formal assessment of the Language Tests. Both of these instruments were administered as pretests and posttests; that is they were administered before and after implementation of the ongoing informal assessment measures. The rankings consisted of teachers' perceptions of student performance according to the three categories of high, average, and low. Teachers were instructed to rank students independently of each other as opposed to making comparisons. The language tests, developed by researchers, collected information on students' performance on language tasks.

The Japanese Teacher Rankings had a high correlation with the Japanese Language Test ($r = -.847$, $p = .000$). The correlation coefficient is negative because of the different scales used on the two measures. A low number of 1 represented higher performance on the Teacher Rankings, but a higher number on the Language test represented greater achievement. The strong, direct relationship indicates that the Japanese teacher was able to successfully rank her students' progress, according to their achievement on a formal measure.

In the Russian and Spanish assessment study classrooms, Teacher Rankings were not significantly correlated with the respective Language Tests. A major difference in the informal assessment forms between the Japanese class forms and the Russian and Spanish classes was that the Japanese teacher completed her forms after grading students' achievement on unit tests, whereas the Russian and Spanish teachers completed the forms before observing students' test results. Conceivably, the Japanese teacher could have used the achievement scores to develop her ranking. At least, the teacher's perceptions were probably influenced by the formal assessment results.

Teachers' Informal Assessments and Students' Informal Assessments

Because identical objectives were rated by the teacher and students in the Japanese class, correlations between teacher and student assessment responses were calculated based on averages of responses across the lessons. An overall correlation coefficient of ($r = .701$, $p = .000$) indicated a moderately strong relationship between student self-assessment and teacher assessment.

In the Russian and Spanish classes, objectives on teachers' informal assessments differed somewhat from those on students' self-assessment. In these classes, therefore, the teacher ranking, rather than teacher assessments, was compared with student self-assessments. Both the Russian and Spanish classes showed significant, moderate correlations ($r = .443$, $p = .033$) and ($r = .439$, $p = .030$), respectively. The data indicate that on informal measures teachers viewed students' abilities similarly to how students perceived their own abilities.

Student Gains in Self-efficacy

To begin investigation of the second research question regarding students' perceived sense of self-efficacy, a t-test was conducted to compare the pretest and posttest scores on the Self-efficacy Questionnaire to see if levels of self-confidence increased over six months of study. The Russian students' self-efficacy was significantly higher at posttest than it was at pretest ($t_{17} = 2.39$, $p = .029$). The Spanish students' level of confidence for language learning also made a significant increase ($t_{14} = 2.15$, $p = .049$). Student self-efficacy data were unavailable for the Japanese students.

Self-efficacy Questionnaire and Student Self-assessments

To continue investigation of the second research question, a correlational analysis was conducted to measure the relationship between student responses on the self-assessment forms and on the Self-efficacy Questionnaire. The Russian student self-assessment ratings had a moderate relationship with the measure of self-efficacy ($r = -.435$, $p = .036$). The Spanish data also showed a moderate relationship ($r = -.426$,

$p=.044$). As discussed earlier, the correlation coefficient is negative because of the different scales used on the two measures. On the student self-assessment, low numbers represented greater confidence, but on the Self-efficacy Questionnaire higher numbers represented greater confidence. Therefore, the two measures were actually directly related; higher confidence on one measure corresponded with higher confidence on the other. Both of these measures seemed to tap students' self-confidence with various language tasks. The critical difference between the measures was the specificity of tasks. The self-assessments focused on specific language tasks (e.g., How confident are students about their understanding of the apartment advertisement they just read?), whereas the Self-efficacy Questionnaire focused on more general language learning tasks (e.g., How confident are students that they could understand newspaper articles?). Because the measures were otherwise similar, the correlation between them seems to support the validity of each as a measure of self-efficacy, whether more global or more specific.

Students' Performance on Formal Assessment Measures and Students' Ratings on Informal Self-assessments

The data were analyzed to see whether individual differences in students' overall self-assessment were related to their language performance. The correlation between students' performance on the Language Test and their self-assessment responses was significant ($r=-.46$, $p=.020$) only for the Japanese class. The Russian and Spanish classes did not show a relationship between the Language Tests and students' self-assessment worksheets.

Discussion

Teachers' Informal Assessment of Student Learning

The teachers' informal assessment instruments were designed to enable teachers to monitor students' progress towards curriculum objectives as an ongoing daily, weekly, or monthly process. The process was supposed to enhance teachers' awareness of each student's progress so that instruction could be individualized to meet the specific needs of students. The rationale behind informal assessments differed from formal achievement measures, in that the latter measured students' performance only as an end result with little recourse for addressing problem areas (i.e., summative, rather than formative assessment). Parts of the informal evaluation materials required teachers to rate students' learning behaviors so that they could determine more specifically why students succeeded or failed in reaching course goals.

In general, the three teachers indicated that these informal measures helped them monitor individual student progress. Under ideal conditions (i.e., limited student numbers and ample class preparation time), teachers could have spent more time focusing on the individual student, making the measures more beneficial. Teachers cited lack of time as the biggest obstacle for using the instruments. In addition, two of the teachers had over a hundred students to contend with on a daily basis, a number that hindered the use of such instruments in all their classes. On the other hand, teachers did validate the use of such instruments by stating that they often did this kind of ongoing assessment

mentally. They agreed that having the assessment on paper allowed them to go back and review a student's progress, which was often difficult or impossible to do mentally.

Across the languages, teachers' informal assessment measures were positively correlated with the students' informal self-assessment measures. This finding supports the validity of the informal evaluation instruments because it indicates that teachers and students were perceiving learning abilities and progress similarly. That is, if a teacher assessed a student as successfully accomplishing course objectives, then that student also felt that he or she was able to perform the language tasks. If a student did not feel competent to complete the language tasks, then the teacher was also likely to view the student as not meeting course objectives.

One type of informal assessment required teachers to rank their students overall language learning abilities as high, medium, and low before and after implementation of the informal assessments based on course objectives. To investigate whether teachers would be more accurate in their rankings after a period of monitoring individual student progress, the rankings were correlated to the proficiency tests for each language. The Japanese class had a high correlation between the two instruments, but the Russian and Spanish were not significant. Several differences between the language tests may have accounted for the different results. First, the Japanese language test was achievement-based. It contained items specifically related to the course objectives. The Russian and Spanish tests were proficiency-based, so the items were not tied to the curriculum. Another important factor regarding these tests was that they were developed and written

by the researchers, not the teachers. Because the Japanese class participated for only one semester in the spring, the teacher reviewed the test after she had been teaching the class for five months. Thus, she had a clear idea as to what items should be included. The Russian and Spanish language tests were written several months prior to the start of the school year. The teachers had a general idea of the course content, but as with any language class, changes were made due to students' abilities and teachers' decisions of material appropriateness. Thus, it could be that the language tests for the Russian and Spanish classes were not as accurate or valid as the one in Japanese. The high correlation of the two Japanese instruments seems to indicate that the teacher did have an accurate perception of students' abilities.

Students' Self-assessment and Self-efficacy

The second research question investigated students' sense of self-efficacy as a second language learner in relationship to the use of periodic self-assessment. Although a causal relationship between the two instruments cannot be determined due to limitations of the study and the number of outside variables that could also affect self-efficacy, the measures were analyzed to determine gains and correlations.

Significant gains in self-efficacy were achieved by the Russian and Spanish students over a six-month period. This seems to indicate that as students acquired more knowledge of the target language, they became more confident in their abilities to accomplish representative language tasks such as learning new words or coping in authentic discourse situations. The language tasks shown on the Self-efficacy

Questionnaire were slightly above the students' current level of performance, so the increase in confidence reflects how students felt about their overall language learning abilities and not just how they perceived their abilities in class.

A correlational analysis conducted between the Self-efficacy Questionnaire and the monthly self-assessment worksheets revealed that the two instruments had a moderate positive relationship. Both instruments required students to assess their abilities to perform language tasks but the self-assessment worksheets were focused on specific course goals. The positive correlation between the two instruments increases the content validity of both: Students who indicated a high confidence level on the more global Self-efficacy questionnaire also evaluated themselves highly on the more specific self-assessment worksheets.

Correlations were also conducted between the self-assessment worksheets and the language tests to determine the accuracy of students' self-assessment. As with the Japanese teacher informal assessment, the Japanese student self-assessments were significantly related to the formal language measure. Students were able to accurately predict how well they had learned the material. The Russian and Spanish student informal assessments did not significantly correlate with the language tests. However, as discussed previously in regard to the teacher informal assessments, the lack of significance could be related to problems associated with the Russian and Spanish language tests, which were developed by researchers and were not achievement-based or curriculum-based.

Regarding students' reception of the self-assessment worksheets, initially they expressed to their teachers a degree of resistance toward doing self-evaluations. Teachers believed that this was because students were not accustomed to evaluating themselves and felt it was the teacher's responsibility. Furthermore, in the beginning the worksheets were not graded by teachers, leading students to believe the assessments were optional and merely time consuming. The Russian and Spanish teachers later made the worksheets part of the course requirements increasing students' motivation for completing them. The Japanese teacher required completion of the forms from the beginning.

The ideal learner would be eager to accept responsibility for his/her own learning. However, most students need additional incentives, especially if they are taking the course to fulfill a requirement. The researchers believe that the informal assessments can make a valuable contribution toward language learning because they assist the individual in closer self-examination that may lead to more successful learning experiences. However, additional research is needed regarding causal relationships between informal and formal assessments, as well as between informal assessments and perceptions of self-efficacy.

CHAPTER VII

CONCLUSION

In the first part of this chapter we summarize the two studies conducted by Georgetown University as part of the National Foreign Language Resource Center activities in 1990-1993. This is followed by a discussion of the studies' major accomplishments, and information about the dissemination activities undertaken. The next section explores emerging issues in language learning strategies instruction.

Summary of the Studies

The objectives, subjects, instructional context, instructional design and implementation, instruments, and yearly activities for each study are described briefly in this section. More detailed information on research questions, methodology, and results is provided in Chapters I through VI of this report.

Objectives

The main objective of the study **Methods for Teaching Learning Strategies in the Foreign Language Classroom** was to develop effective learning strategies instruction for beginning and intermediate level high school Russian and Spanish classrooms. Questions addressed included which strategies would be most appropriate for high school classes, how the strategies could be implemented within the curriculum, and what effects strategies instruction has on students.

The main objective of the study **Assessment of Language Skills for Instruction** was to investigate the use and impact of informal assessments by teachers and students

in high school Japanese, Russian, and Spanish classrooms. Questions addressed concerned the relationship of informal assessment to teachers' awareness of student progress, and the role of student self-assessment in promoting students' self-efficacy as language learners.

Subjects and Instructional Context

Both studies were conducted in a mid-Atlantic metropolitan area with high school Japanese, Russian, and Spanish teachers and their students. Three public school districts and one private school participated in the studies. Over the three years of the studies, two Japanese teachers, four Russian teachers, and seven Spanish teachers collaborated in implementing the study. Over the three years, a total of 36 high school students of Japanese, 239 students of Russian (of which 26 participated for two consecutive years), and 390 students of Spanish participated in the studies. One teacher and classroom for each language participated in the assessment study. The Russian and Spanish assessment study teachers and students also participated in the learning strategies study.

During the pilot-testing year (1990-1991) and the first year of instructional intervention (1991-1992), differences existed in curriculum and instructional approaches between participating teachers. The curriculum was textbook-based in some of the classes, whereas the other high school classes followed a proficiency-based curriculum developed by the teachers. In the third year of the project, all participating classrooms were in the same school district and followed a similar theme-based curriculum which

used a variety of both teacher-developed and commercially produced instructional materials.

Instructional Design and Implementation

Instructional materials designed to explicitly teach learning strategies were developed and implemented for the Russian and Spanish classrooms participating in the learning strategies study. These lessons were integrated with the specific curriculum each teacher was using. Thus, for the proficiency-based curriculum in the Russian classrooms and in the Year 3 Spanish classrooms, the learning strategies lessons provided activities related to each unit theme. Learning strategies lessons for Year 2 Spanish classrooms were linked to the textbook unit being studied. The lessons provided an introduction to students about the value of learning strategies, definitions and explanations of how to use the strategies, both individual and cooperative activities for practicing and evaluating the strategies. The guidelines for teachers included additional explanations, suggestions for modeling the strategies, and directions for conducting and evaluating the strategies activities. Strategies instruction was developed for learning vocabulary, listening comprehension, reading comprehension, speaking, and self-regulated learning. Strategies taught are identified and defined in Table 3 (page 26).

In the third year of the study a problem-solving process model for comprehension was developed and implemented in participating classrooms. This model provided a metacognitive framework for explaining and practicing the strategies (see Figure 1 on page 31).

Instruments

Instruments were developed to collect data from both students and teachers. Parallel forms of the students instruments were developed for Russian and Spanish which reflected the language being studied and the types of language activities encountered in the class. Questionnaires administered to students in the learning strategies study included: a *Background Questionnaire* to gain information about students' age, gender, native language, and previous language study; a *Learning Strategy Questionnaire (LSQ)* designed to elicit the frequency with which students used strategies for the types of language tasks they encountered in their class; a *Self-efficacy Questionnaire (SEQ)* which asked students to rate their degree of self-confidence for accomplishing different learning tasks in the target language; and open-ended questionnaires administered to students at the mid-year point and end of year (for Spanish in Year 3) to explore the degree to which they found the strategies instruction useful. Information about students' language proficiency and achievement was collected through criterion-referenced *Language Tests (LT)*, and a *Teacher Ranking Scale* in which teachers used criteria developed jointly by teachers and researchers to rank their students' proficiency levels.

Classroom observations were recorded on an *Observation Summary Form*, and teachers' attitudes and recommendations about the learning strategies instruction were elicited through structured interviews guided by a *Teacher Interview Guide*. Spanish teachers in Year 3 also completed a *Teacher Questionnaire* about the effectiveness of

the strategies instruction using the scripted strategies lessons developed by project staff. Sample instruments used in the learning strategies study appear in Appendix A.

Instruments described above that were also used for the assessment study included: the *Self-efficacy Questionnaire*, the *Language Tests*, and the *Teacher Ranking Scale*. The Japanese form of the student measures had been developed for a separate study on learning strategies in Japanese instruction (see Chamot et al., 1993). Additional instruments used in the assessment study were *Student Self-assessment Worksheets* for students to evaluate their own progress towards reaching course objectives, and *Teacher Ratings* for teachers to informally assess students' level of mastery of course objectives. Sample instruments used in the assessment study appear in Appendix A.

Yearly Activities

The design of the learning strategies study called for development activities during the first year, followed by implementation of strategies instruction in high school Russian and Spanish classrooms in the second and third years. The activities for the assessment study were carried out during the first and second years of the research studies conducted as part of the Georgetown University/Center for Applied Linguistics National Foreign Language Resource Center.

Activities in Year 1 (1990-1991) focused on securing teacher and school district collaboration, observing classrooms to gain an understanding of the instructional approaches being implemented, and interviewing students to discover the strategies they

used for different language tasks. Information gathered from classroom observations and student interviews was used to develop the *LSQ*, which was piloted in spring 1991. Responses were compared to responses on the student interviews, and *LSQ* items were revised as necessary to reflect student language used to describe particular strategies. Draft versions of the *SEQ*, *Background Questionnaire*, *LTs*, *Student Self-assessments*, and *Teacher Rankings* were also developed in Year 1. A major activity during Year 1 was the selection of learning strategies to teach beginning level Russian and Spanish students and the development of preliminary learning strategies lessons for teachers to use in subsequent years of the study. These lessons were designed to be integrated with the regular class work that each participating teacher was planning for the following year. For Spanish, this involved developing lesson to accompany a beginning level textbook. For Russian, the teachers' handwritten lessons designed around the themes providing the framework for the school district's proficiency-oriented curriculum were revised to include strategies instruction and desktop published. Appendix B provides sample Russian and Spanish lessons.

In Year 2 of the study (1991-1992), the strategies lessons developed in Year 1 were used by participating teachers to implement strategies instruction in a quasi-experimental design in the learning strategies study. Three Russian and two Spanish classrooms implemented language learning strategies instruction, while one classroom for each language served as a control in which no strategies instruction took place. All participating students were pre- and posttested with the *LSQ*, *SEQ*, and *LT*, and the

Background Questionnaire was administered at the time of the pretest. At the time of the posttest, teachers ranked their students as High, Medium, or Low in language abilities and achievement. In early 1992, students completed a *Mid-year Questionnaire* on which they recorded their independent use of strategies and gave reasons why they used or did not use the strategies that had been taught. Correlations were conducted between the instruments and comparisons were made between the classes receiving learning strategies instruction and the control classes.

Also in Year 2, data were collected on informal assessment in a Japanese, a Russian, and a Spanish beginning level classroom. Student self-assessments and teacher ratings on student performance were collected in each classroom on a regular basis. These were compared to each other, to student performance on the *LT*, and to students' levels of self-confidence as language learners as expressed in the *SEQ*.

In Year 3 of the study (1992-1993), strategies instruction was developed and implemented for intermediate level Russian and Spanish. The instruments used in Year 2 were revised to reflect the instructional focus of Year 3, and administered as pretests and posttests. A quasi-experimental design was used to compare a strategies instruction class with a non-strategies class in Russian. Six intermediate level Spanish classrooms were randomly assigned to either control classrooms or experimental classrooms receiving strategies instruction, and two other Spanish classes also received strategies instruction. (See Chapter IV for further discussion regarding the quasi-experimental and experimental designs and results of the study.) A *Teacher Interview Guide* and

Observation Summary Form were used to gather information on teachers' perceptions of the strategies instruction and on classroom observations. A problem-solving process model for strategies instruction which organized the strategies within a metacognitive framework was presented in both the Russian and the Spanish experimental classrooms. Strategies lessons developed reflected the new framework and incorporated suggestions made by participating teachers.

Major Accomplishments

Strategies Identification

Researchers worked with participating teachers to identify the learning strategies that would be most beneficial to students for each teacher's curriculum. Through consultations with teachers and classroom trials, a number of appropriate strategies were identified for beginning level Russian and Spanish classes. Strategies selected by teachers in Year 1 and implemented in Year 2 included: four metacognitive strategies (Directed Attention, Self-evaluation, Selective Attention, and Metacognitive Planning); seven cognitive strategies (Transfer, Visualization, Personalization, Contextualization, Grouping, Inferencing, and Prediction); and one social strategy (Cooperation). (See Table 3 for definitions of these strategies.) Most of the strategies were identified with their Russian or Spanish names, such as Ojo (Directed Attention).

In Year 3 the strategies were organized within a problem-solving process model which emphasized metacognitive knowledge and strategies for Planning, Monitoring, Problem-Solving, and Evaluating. Strategies taught as part of this metacognitive

framework included Activating Background Knowledge (Elaboration), Predicting, Selectively Attend, Use Imagery, Personalize, Question for Clarification, Draw Inferences, Verify Predictions, and Summarize.

Implementation of Language Learning Strategies Instruction

A primary task underlying the success of this study was developing a system for the effective implementation of strategies instruction in the foreign language classroom.

Since teachers were to be the ones implementing the instruction, an important achievement was the identification and development of a framework for teaching learning strategies (Figure 5). The framework described the technique of scaffolding strategies instruction so that in the early stages teachers had responsibility for explaining and modeling the strategies, but students gradually increased their responsibility until they could independently use the strategies.

In addition, a significant improvement in the delivery of strategies instruction was the development of a problem-solving process model which not only organized the strategies by task (i.e., Planning, Monitoring, Problem-Solving, Evaluating), but also provided structure for developing metacognitive knowledge in both teachers and students. The model used an analogy of a mountain climber (Figure 1) to illustrate the sequential stages of a task and types of strategies that could be selected for each stage. Teachers found the strategies model successful in communicating a rationale and concrete examples for a strategic approach to language learning.

Professional development activities also included a workshop in which the framework and model were introduced to teachers, sample strategies lessons with guidelines to teachers for developing their own lessons, and meetings with teachers as a group or individually to provide feedback and discuss any emerging issues. The effectiveness of this approach was evident as teachers began writing their own strategies lessons that were naturally integrated into regular class activities. Teachers preferred developing lessons themselves and students' reactions to the teacher's strategies lessons were positive. Observations also indicated that the teachers' lessons were explicit and spontaneous.

Interviews with teachers and observation of classes revealed some patterns in the implementation and perceived affects of strategies instruction. The strategies teachers and students identified as most effective sometimes varied across levels of language study. The tasks in the first year of language study were different than at the intermediate level. The selection of appropriate strategies depended greatly on the language learning task. For instance, teachers at the beginning level emphasized vocabulary development which led to a greater use of memorization techniques. A main focus at the intermediate level was reading and listening, so appropriate strategies assisted in these comprehension processes. The close relationship between task and strategy was further supported through evidence provided by students' reactions which became negative when a strategy was inappropriately chosen (i.e., using visualization for a reading passage that was not visually-oriented).

Teachers felt that the instruction had more of an impact on students with average learning abilities than students who were above or below average. However, they also indicated that all students could benefit from the instruction because it helped students to become more aware of their learning process and allowed teachers to show concern for how students were learning as well as what they were learning. The strategies instruction also provided students with a structured approach to language tasks, thus eliciting students' attention throughout activities.

The majority of students found the strategies instruction helpful. Many students said that the strategies helped them understand better and see new ways for learning. Some students who did not find the instruction helpful responded that they already used the strategies or had other strategies. In either case, it was clear at the conclusion of each year's strategies instruction, students were familiar with the instructed strategies and knew how to apply them. Students could also report preferences for strategies that they personally found effective, rejecting strategies that did not work for them. These expressions of strategy preferences indicated that students had become aware of their own language learning process.

Students' Self-efficacy for Language Learning

The research also investigated students' level of self-efficacy for representative language learning tasks (i.e., learning a list of new vocabulary, reading classroom text).

The data collected through the Self-efficacy questionnaire indicated that students' levels of self-efficacy increased over an academic year. As students increased their knowledge

of the target language they became more confident in their language learning abilities. Furthermore, in some cases, the degree of confidence was correlated to students' language performance suggesting that more effective learners are also more confident about their abilities. A correlation was also found between students' levels of self-efficacy and the frequency with which they used the learning strategies. Students who reported using strategies more often also reported greater confidence for language learning. The information obtained in these studies indicates that further investigation into the causal affects between learning strategies use, self-efficacy, and performance seems promising.

Teacher and Student Informal Assessments

The development of alternative assessment instruments provided beginning level Japanese, Russian, and Spanish teachers and students with useful tools for ongoing evaluations of students' progress. Information teachers received from completing the informal assessment rating scales allowed them to make adjustments to the curriculum to fit the needs of the students. Students self-assessment worksheets encouraged students to become more aware and involved in their learning process. Data collected on the informal assessment instruments revealed that student responses on the self-assessment worksheets correlated with their responses on the self-efficacy questionnaire. In addition, teachers' responses on the informal assessment scales correlated with students' responses on the self-assessment worksheets. In other words, if a teacher evaluated a student positively, then that student also assessed their own progress positively. These findings

reveal that students were aware of their own learning abilities and could identify their strengths and weaknesses, which is the first step towards self-regulated learning.

Summary of Accomplishments

The major accomplishments for each study are summarized below.

Methods for Teaching Learning Strategies in the Foreign Language Classroom

- A number of language learning strategies were tested in foreign language classrooms, resulting in the identification of appropriate strategies for the study of Russian and Spanish at beginning and intermediate levels.
- Professional development activities for teachers were effective in assisting teachers to implement the strategies instruction.
- A problem-solving process model for strategies instruction was developed, and students in classrooms using the model increased their use of learning strategies over the school year.
- Teachers viewed strategies instruction positively and provided valuable information on methods of teaching language learning strategies.
- Most students thought the strategies were helpful, selected preferred strategies, and used many of the instructed strategies on their own.
- Students' self-confidence in their ability as language learners was correlated to their use of language learning strategies.

Assessment of Language Skills for Instruction

- Students increased in self-confidence as language learners over the school year.
- Correlations were found between teachers' informal assessment of students and student self-assessment.
- Correlation were found between student self-assessment and self-confidence in the Spanish and Russian classrooms.
- A positive relationship was found between the teacher's informal assessment and students' formal test performance in Japanese.

Dissemination Activities

Information about the studies and samples of strategies lessons and assessment instruments developed for high school students of Russian and Spanish were disseminated at conferences and teacher workshops throughout the three years of the studies **Methods for Teaching Learning Strategies in the Foreign Language Classroom and Assessment of Language Skills for Instruction**. The presentations were met with a high level of interest by foreign language teachers, many of whom expressed the desire to add a learning strategies component to their instruction. This interest among foreign language teachers provide further indication that strategies instruction is acceptable to many teachers of foreign languages. Another aspect of dissemination was that the study was

described or cited in a number of publications. Other specific dissemination activities are listed below.

Conference Presentations:

1. Georgetown University Round Table on Languages and Linguistics, 1991. J. Michael O'Malley and Anna Uhl Chamot: "Learning strategies: Implications for language learning methods."
2. Georgetown University Round Table on Languages and Linguistics, 1992. Sarah Barnhardt, Jill Robbins, Gilda Carbonaro, Motoko Omori, and Fumiko Yuasa: "Implementing language learning strategies instruction."
3. Georgetown University Round Table on Languages and Linguistics, 1993. Anna Uhl Chamot and J. Michael O'Malley: "Teaching for strategic learning: Theory and practice." Anna Uhl Chamot, Sarah Barnhardt, Jill Robbins, Gilda Carbonaro, Pamela Beard El-Dinary, and Rachel Brown: "Report on learning strategies studies at Language Research Projects, Georgetown University."
4. American Council on the Teaching of Foreign Languages, 1991. Anna Uhl Chamot, J. Michael O'Malley, and Sarah Barnhardt: "Learning strategies in foreign language instruction."
5. American Council on the Teaching of Foreign Languages, 1992. Anna Uhl Chamot and Sarah Barnhardt: "Learning strategies and assessment in foreign language instruction."

6. American Council on the Teaching of Foreign Languages, 1993. Anna Uhl Chamot and Sarah Barnhardt: "How to teach and assess learning strategies in the foreign language classroom."
7. Conference on the Teaching of Foreign Languages and Literatures, Youngstown State University, 1991. Anna Uhl Chamot: "Teaching learning strategies in the foreign language classroom."
8. NEH Russian Institute, Bryn Mawr College, 1991. Anna Uhl Chamot and Sarah Barnhardt: "Integrating learning strategies into the Russian classroom."
9. American Educational Research Association, 1992. Anna Uhl Chamot: "Learning strategy instruction in the foreign language classroom." J. Michael O'Malley: "Learning strategies, learner effectiveness, and self-efficacy in foreign language instruction."
10. Teachers of English to Speakers of Other Languages, 1992. Anna Uhl Chamot and J. Michael O'Malley: "Teaching our students how to learn."
11. National Association for Bilingual Education, 1992. Anna Uhl Chamot: "Teaching learning strategies in the language classroom."

Teacher Workshops:

1. Three day training institute for foreign language instructors in Language Training Division at the Office of Training and Education, Washington, DC (1991).

2. One day workshop for foreign language teachers in Alief Independent School District, Houston, TX (1993).

Publications:

1. Chamot, A.U. (1993). Student responses to learning strategy instruction in the foreign language classroom. Foreign Language Annals 26: 308-321.
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Additional proposals for future conferences and for refereed journal articles have been submitted, but information about acceptance had not been received at this writing.

Emerging Issues in Strategies Instruction

In carrying out this study, a number of issues have emerged that merit thoughtful consideration by language learning strategies researchers and practitioners. Although these issues became prominent in this study, which focused on beginning and intermediate levels Russian and Spanish instruction, they represent concerns that apply to strategies instruction for any language. In this section we address three major issues in strategies instruction that have not yet been resolved.

Language of Strategies Instruction

When strategies instruction is presented in beginning level classes, the language of strategies instruction is necessarily the native language or a language that students understand well. This is because students are not yet proficient enough in the target language to comprehend explanations about strategy value and applications. However, in proficiency-based foreign language classrooms, teachers attempt to conduct almost all of the class in the target language. Therefore, any recourse to native language explanations (for example, for learning strategies instruction) may be perceived as

detrimental to target language acquisition. On the other hand, if students are still thinking in their native language at the beginning stage of foreign language acquisition, then abstract concepts such as learning strategies are probably most accessible through their native language.

In this study we sought to mitigate this difficulty by providing Russian and Spanish names for the instructed strategies, which we hoped would help teachers provide some of the strategies instruction in the target (rather than the native) language. This approach was successful, especially for the Spanish classes, because cognates could be found for most of the strategy terms. Cognates could not always be found in Russian and students perceived the Russian terms which were not cognates as additional vocabulary items so a combination of Russian and English was used for the strategy names.

The issue of language of strategies instruction becomes less problematic at higher levels of language study, when students have developed sufficient proficiency in the target language to understand the instruction without recourse to English. The third year high school students of Spanish were able to understand and even discuss learning strategies in the target language. When questioned about the difficulty of thinking aloud in Spanish, a little over half of the intermediate-level students indicated that they felt it was easy to think-aloud in Spanish.

Teachers' experience implementing strategies instruction also affected the amount of target language used for the instruction. As teachers became more familiar and

comfortable with the strategies, they were better able to keep instruction in the target language. Strategies lessons developed by teachers were almost exclusively in the target language, whereas the sample lessons used early in the school year consisted of a mixture of native and target language explanation. All teachers felt that they could use less explanation in the native language for future strategies instruction.

Amount of Strategies Instruction

Another issue in strategies instruction concerns the number of strategies to be taught in a course and the amount of time needed for the explicit instruction. Students, and even teachers, may find a large number of strategies difficult to distinguish and remember. On the other hand, students need to be exposed to a variety of strategies if they are to develop a strategic repertoire from which they can select strategies appropriate to a specific language task. In this study, Year 3 teachers who used the Problem-solving Model for Comprehension mentioned that they felt they didn't pay as much attention to the production skills because the strategies model focused only on comprehension. These teachers would have liked to have included more strategies in the model so that production skills could also be addressed. The number of strategies most effective for a class probably depends upon the individual curriculum and the types of tasks assigned in the class.

The amount of time devoted to explicit strategies instruction is difficult to ascertain in advance. Some students, for example, seemed to need only an introduction and overview to the learning strategies and other students indicated that they were already

using the strategies. Still other students appeared to need a considerable amount of explicit instruction and activities for practicing the strategies. Gauging the right amount of explicit strategies instruction and knowing when students are ready to use the strategies independently is an issue which likely has to be decided on a case by case basis, depending on the composition of individual classes.

Future Research Directions on Learning Strategies for Foreign Languages

An important need for future research is intervention studies with larger numbers of students and teachers. Larger numbers increase statistical power, thus facilitating investigation of causal effects among strategies use, self-efficacy, and performance. In addition, the type of research conducted in this study needs to be extended to other languages and levels of language study. Longitudinal research on the development and continuation of strategies applications as students increase their language proficiency would help to further determine an appropriate sequence for strategies instruction at beginning, intermediate, and advanced levels of study.

Considerable research remains to be done on teaching methods for strategies instruction. The amount and timing of explicit instruction needs to be further explored, perhaps through simple experiments with individual strategies for specific language tasks. Similarly, the amount and type of professional development for teachers interested in integrating strategies instruction in their foreign language classroom needs additional study.

In the interest of having more students continue their study of foreign language beyond the elementary level, it would be beneficial to use a method that helps students to feel more confident about their ability to learn a language, which is what learning strategies use seems to do. Producing a generation of American students with ample opportunities to gain fluency in another language requires that we carefully examine our methods of teaching and look for ways to improve the learner's prospects for success. Learning strategies instruction merits further research as a way of promoting successful foreign language learning.

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**APPENDIX A
INSTRUMENTS**

APPENDIX A-1.1
BACKGROUND QUESTIONNAIRES
BEGINNING LEVEL (1991-1992)

Name: _____

Date: _____

BACKGROUND QUESTIONNAIRE

1. Your age? _____ Male or female? _____
2. Your year of high school: _____ freshman _____ sophomore _____ junior _____ senior
3. Have you ever lived in or visited the Soviet Union? Yes _____ No _____
If yes, when and for how long? _____
4. Do any of your relatives speak Russian? Yes _____ No _____
If yes, who? _____
5. Have you ever studied Russian before? Yes _____ No _____
If yes, for how long? _____ In what setting? _____
6. Why do you want to study Russian? What do you expect to gain by learning this language?

7. What is your native language? _____
If English is *not* your native language,
how old were you when you learned English? _____
8. Were (are) languages other than English spoken in your home? Yes _____ No _____
9. List other languages you know or are studying AND circle your proficiency (e.g., how well you can read, write, listen or speak this language).

LANGUAGES

		Minimal			Fluent	
1. _____	listen	1	2	3	4	5
	speak	1	2	3	4	5
	read	1	2	3	4	5
	write	1	2	3	4	5

LANGUAGES**Minimal****Fluent**

2. _____	listen	1	2	3	4	5
	speak	1	2	3	4	5
	read	1	2	3	4	5
	write	1	2	3	4	5

You have finished this questionnaire. Thank you for your time and cooperation.

Name: _____

Date: _____

BACKGROUND QUESTIONNAIRE

1. Your age? _____ Male or female? _____
2. Your year of high school: _____ freshman _____ sophomore _____ junior _____ senior
3. Have you ever lived in or visited a Spanish-speaking country? Yes _____ No _____
If yes, when and for how long? _____
4. Do any of your relatives speak Spanish? Yes _____ No _____
If yes, who? _____
5. Have you ever studied Spanish before? Yes _____ No _____
If yes, for how long? _____ In what setting? _____
6. Why do you want to study Spanish? What do you expect to gain by learning this language?

7. What is your native language? _____
If English is *not* your native language,
how old were you when you learned English? _____
8. Were (are) languages other than English spoken in your home? Yes _____ No _____
9. List other languages you know or are studying AND circle your proficiency (e.g., how well you can read, write, listen or speak this language).

LANGUAGES

		Minimal			Fluent	
1. _____	listen	1	2	3	4	5
	speak	1	2	3	4	5
	read	1	2	3	4	5
	write	1	2	3	4	5

LANGUAGES**Minimal****Fluent**

2. _____	listen	1	2	3	4	5
	speak	1	2	3	4	5
	read	1	2	3	4	5
	write	1	2	3	4	5

You have finished this questionnaire. Thank you for your time and cooperation.

APPENDIX A-1.2
BACKGROUND QUESTIONNAIRES
INTERMEDIATE LEVEL (1992-1993)

Name: _____ Date: _____

Background Questionnaire

Age: _____			Gender: M F		
Year: Freshman Sophomore		Junior Senior			
Level in Russian: II III IV			Native Language: _____		
Have you studied Russian before? Y N		Where did you study Russian?		How long did you study it?	
Have you visited Russia? Y N		When were you there?		How long were you there?	
Do any of your relatives speak Russian? Y N		Are/Were languages other than English spoken in your home? Y N		Do you use another language at home? Y N	
List other languages you know or are studying and indicate how well you can listen to, speak, read, or write these languages.					
Language:	(Circle the number that shows your ability)				
	Minimal				Fluent
listen	1	2	3	4	5
speak	1	2	3	4	5
read	1	2	3	4	5
write	1	2	3	4	5
Language:	(Circle the number that shows your ability)				
	Minimal				Fluent
listen	1	2	3	4	5
speak	1	2	3	4	5
read	1	2	3	4	5
write	1	2	3	4	5
What do you expect to gain by learning Russian?					

Name: _____ Date: _____

Background Questionnaire

1. Age: _____		2. Gender: M F	
3. Year : Freshman Sophomore Junior Senior			
4. Major: _____		5. Minor: _____	
6. Have you studied Spanish before? Y N		7. Where did you study Spanish? Y N	
8. How long did you study it? Y N			
9. Have you ever visited a Spanish-speaking country? Y N		10. If you did visit a Spanish-speaking country, when were you there? Y N	
11. How long were you there? Y N			
12. Do any of your relatives speak Spanish? Y N		13. Are/Were languages other than English spoken in your home? Y N	
14. Do you use another language at home? Y N			
15. List other languages you know or are studying and indicate how well you can listen to, speak, read, or write this language.			
1st foreign language: _____		(Circle the number that shows your ability)	
	Minimal		Fluent
listen	1	2	3 4 5
speak	1	2	3 4 5
read	1	2	3 4 5
write	1	2	3 4 5
2nd foreign language: _____		(Circle the number that shows your ability)	
	Minimal		Fluent
listen	1	2	3 4 5
speak	1	2	3 4 5
read	1	2	3 4 5
write	1	2	3 4 5
16. What do you expect to gain by learning Spanish?			

APPENDIX A-2.1
LEARNING STRATEGY QUESTIONNAIRES
BEGINNING LEVEL (1991-1992)

Name: _____ Date: _____

LEARNING STRATEGIES IN THE RUSSIAN LANGUAGE CLASS

Directions: As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when performing certain tasks in your Russian class.

The questionnaire describes four tasks you might encounter in your Russian class. Each task is presented on a separate page. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to perform the task.

Please read the description of each task. Then read each statement about possible study techniques. Circle one of the options (Never, Rarely, Sometimes, Usually, or Always) to show how *often* you do the activity described.

This list is not complete, so if you do anything else, please jot it down in the space provided at the end of each page.

There are no right or wrong answers. There are only answers that tell what you actually do.

TASK 1: *Learning new vocabulary in Russian*

Description of the Task: You study different themes or chapters in class. You have to learn new vocabulary (words, phrases, and expressions) for each theme or chapter.

--> **How do you go about learning the new words, phrases, and expressions?**

1. I concentrate very hard on the vocabulary, putting away things which might distract me.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

2. I use lists or flashcards to learn the vocabulary.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

3. I imagine myself using the word or phrase in an appropriate situation.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

4. I write sentences or make up a story using the new words and expressions.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

5. I try to relate the vocabulary to myself, my interests, and personal experiences.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

6. I visualize what the words or phrases mean, or I imagine or draw a picture that I can associate with the new vocabulary.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

7. I try to see if new words look or sound like words I know in English (or another language).

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

8. I put similar words or expressions into groups or categories.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

9. At the end of each theme or chapter I check myself to see if I have learned the vocabulary.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

10. I practice the words and expressions using real objects.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

>>> Are there any other things you do when you learn new words,
phrases, expressions in Russian?

I (Sometimes, Usually, Always) _____

TASK 2: *Listening to Russian in class*

Description of Task: In a typical class period, your teacher uses Russian to give directions, explain new material, review old material, ask questions, and tell stories.

--> **How do you go about listening to Russian in class?**

- | | | | | | | |
|-----|---|-------|--------|-----------|---------|--------|
| 11. | Before listening, I consider the topic and think about what kinds of information and words I might expect to hear. | Never | Rarely | Sometimes | Usually | Always |
| 12. | I consciously decide in advance what I need to listen for and then I listen specifically for that information. | Never | Rarely | Sometimes | Usually | Always |
| 13. | When I don't understand something the teacher says, I tend to tune out. | Never | Rarely | Sometimes | Usually | Always |
| 14. | I write down any new words, phrases, or rules my teacher says. | Never | Rarely | Sometimes | Usually | Always |
| 15. | I listen specifically for words I know to get the gist of the topic. | Never | Rarely | Sometimes | Usually | Always |
| 16. | When I hear a new word in class, I mentally check if it's similar to a word I know in English or Russian. | Never | Rarely | Sometimes | Usually | Always |
| 17. | I find myself translating what the teacher says back into English so I can understand. | Never | Rarely | Sometimes | Usually | Always |
| 18. | If I don't understand something I hear, I try to guess what it means, based on what I've understood up to that point. | Never | Rarely | Sometimes | Usually | Always |
| 19. | I try to relate what I'm hearing to my own experiences or to information I already know. | Never | Rarely | Sometimes | Usually | Always |
| 20. | While listening, I picture in my mind what I am hearing. | Never | Rarely | Sometimes | Usually | Always |

TASK 3: *Speaking Russian in class*

Description of Task: Your teacher requires class participation in every class. This means you have to speak Russian in class, including asking and answering questions, participating in oral drills, and talking to classmates during group work.

--> How do you go about speaking Russian in class?

23. I listen carefully to what I say and correct myself when I know I've made a mistake.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

24. I watch the listener's reaction to what I've said to see if I'm making sense.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

25. I think of situations in real life in which I might actually have to talk about the given topic.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

26. When working in groups with classmates, I try to keep the conversations in Russian only.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

27. I try to practice talking about things that relate to my own life and personal experiences.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

28. I use only what I am sure I know how to say in Russian, so that others can understand me.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

29. I practice speaking Russian with classmates or others outside of class.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

30. After speaking, I think about how I could have said things better.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

31. At the end of each chapter or theme, I evaluate how well I am able to speak about the topic covered in the lesson.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

>>> Are there any other things you do or think about when you're speaking Russian in class?

21. After listening, I think about what I understood, and I check how well I prepared myself to listen.

Never Rarely Sometimes Usually Always

22. At the end of each theme or chapter, I check myself to see how well I can understand conversations about the topic covered in the lesson.

Never Rarely Sometimes Usually Always

- >>> Are there any other things you do to help yourself understand the Russian you hear in class?

I (Sometimes, Usually, Always) _____

I (Sometimes, Usually, Always) _____

TASK 4: *Reading in Russian*

Description of the Task: The teacher gives you an ad from a Russian newspaper. You have to read and answer questions about the ad.

--> How do you go about understanding the ad so you can answer the questions?

32. Before I try to read the ad, I glance through it quickly and look at the overall format to try to get a general idea of what it is about.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

33. I first look for words I know, skipping over words I don't know for the time being.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

34. I use what I already know about the topic to try and guess the meaning of unfamiliar words.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

35. I look up every unfamiliar word in the dictionary as I come to it.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

36. When I don't know a word, I look to see if it resembles a word in English- and if it does, I assume the meaning is similar.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

37. I look at the questions first, then I read to find the information I need.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

38. If possible, I work on the ad with another student so we can figure it out together.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

>>> Are there any other things you do to help yourself read Russian?

I (Sometimes, Usually, Always) _____

You have finished this questionnaire. Thank you very much for your cooperation.

Name: _____ Date: _____

LEARNING STRATEGIES IN THE SPANISH LANGUAGE CLASS

Directions: As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when performing certain tasks in your Spanish class.

The questionnaire describes four tasks you might encounter in your Spanish class. Each task is presented on a separate page. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to perform the task.

Please read the description of each task. Then read each statement about possible study techniques. Circle one of the options (Never, Rarely, Sometimes, Usually, or Always) to show how *often* you do the activity described.

This list is not complete, so if you do anything else, please jot it down in the space provided at the end of each page.

There are no right or wrong answers. There are only answers that tell what you actually do.

TASK 1: *Learning new vocabulary in Spanish*

Description of the Task: You study different themes or chapters in class. You have to learn new vocabulary (words, phrases, and expressions) for each theme or chapter.

--> How do you go about learning the new words, phrases, and expressions?

1. I concentrate very hard on the vocabulary, putting away things which might distract me.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

2. I repeat each word or expression over and over again.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

3. I use lists or flashcards to learn the vocabulary.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

4. I specifically pay close attention to grammar points affecting the use of the word.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

5. I imagine myself using the word or phrase in an appropriate situation.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

6. I try to relate the vocabulary to myself, my interests, and personal experiences.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

7. I visualize what the words or phrases mean, or I imagine or draw a picture that I can associate with the new vocabulary.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

8. I try to see if new words look or sound like words I know in English (or another language).

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

9. I put similar words or expressions into groups or categories.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

10. At the end of each theme or chapter I check myself to see if I have learned the vocabulary.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

11. I practice the words and expressions using real objects.

Never

Rarely

Sometimes

Usually

Always

>>> Are there any other things you do when learn you new words,
phrases, expressions in Spanish?

I (Sometimes, Usually, Always) _____

TASK 2: *Listening to Spanish in class*

Description of Task: In a typical class period, your teacher uses Spanish to give directions, explain new material, review old material, ask questions, and tell stories.

--> How do you go about listening to Spanish in class?

12. Before listening, I consider the topic and think about what kinds of information and words I might expect to hear.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

13. I consciously decide in advance what I need to listen for and then I listen specifically for that information.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

14. When I don't understand something the teacher says, I tend to tune out.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

15. I write down any new words, phrases, or rules my teacher says.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

16. When I hear a new word in class, I mentally check if it's similar to a word I know in English or Spanish.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

17. I find myself translating what the teacher says back into English so I can understand.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

18. If I don't understand something I hear, I try to guess what it means, based on what I've understood up to that point.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

19. I jot down key words to help myself remember what has been said.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

20. I try to relate what I'm hearing to my own experiences or to information I already know.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

21. While listening, I picture in my mind what I am hearing.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

22. At the end of each theme or chapter, I check myself to see how well I can understand conversations about the topic covered in the lesson.

Never Rarely Sometimes Usually Always

- >>> Are there any other things you do to help yourself understand the Spanish you hear in class?

I (Sometimes, Usually, Always) _____

TASK 3: *Speaking Spanish in class*

Description of Task: Your teacher requires class participation in every class. This means you have to speak Spanish in class, including asking and answering questions, participating in oral drills, and talking to classmates during group work.

--> How do you go about speaking Spanish in class?

23. I listen carefully to what I say and correct myself when I know I've made a mistake.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

24. I watch the listener's reaction to what I've said to see if I'm making sense.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

25. I think of situations in real life in which I might actually have to talk about the given topic.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

26. When working in groups with classmates, I try to keep the conversations in Spanish only.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

27. I try to practice talking about things that relate to my own life and personal experiences.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

28. I use only what I am sure I know how to say in Spanish, so that others can understand me.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

29. I practice speaking Spanish with classmates or others outside of class.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

30. After speaking, I think about how I could have said things better.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

31. At the end of each chapter or theme, I evaluate how well I am able to speak about the topic covered in the lesson.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

>>> Are there any other things you do or think about when you're speaking Spanish in class?

I (Sometimes, Usually, Always) _____

TASK 4: *Reading in Spanish*

Description of the Task: The teacher gives you an ad from a Spanish newspaper. You have to read and answer questions about the ad.

--> How do you go about understanding the ad so you can answer the questions?

32. Before I try to read the ad, I glance through it quickly and look at the overall format to try to get a general idea of what it is about.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

33. I first look for words I know, skipping over words I don't know for the time being.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

34. I use what I already know about the topic to try and guess the meaning of unfamiliar words.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

35. I look up every unfamiliar word in the dictionary as I come to it.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

36. When I don't know a word, I look to see if it resembles a word in English- and if it does, I assume the meaning is similar.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

37. I look at the questions first, then I read to find the information I need.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

38. If possible, I work on the ad with another student so we can figure it out together.

Never	Rarely	Sometimes	Usually	Always
-------	--------	-----------	---------	--------

>>> Are there any other things you do to help yourself read Spanish?

I (Sometimes, Usually, Always) _____

You have finished this questionnaire. Thank you very much for your cooperation.

APPENDIX A-1.2
LEARNING STRATEGY QUESTIONNAIRES
INTERMEDIATE LEVEL (1992-1993)

Name: _____ Date: _____

LEARNING STRATEGIES IN THE RUSSIAN LANGUAGE CLASS

Directions: As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when performing certain tasks in your Russian class.

The questionnaire describes two tasks you might encounter in your Russian class. Each task is presented on a separate page. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to perform the task.

Please read the description of each task. Then read each statement about possible study techniques. Circle one of the options (Never, Rarely, Sometimes, Usually, or Almost Always) to show how *often* you do the activity described.

This list is not complete, so if you do anything else, please jot it down in the space provided at the end of each page.

There are no right or wrong answers. There are only answers that tell what you actually do.

TASK 1: *Reading Russian*

Description of Task: Reading is a useful activity for learning Russian. You may often read dialogues, short stories, texts, ads, and articles in Russian as part of classwork or on your own.

--> How do you go about reading in Russian?

- | | | | | | | |
|-----|---|-------|--------|-----------|---------|---------------|
| 1. | Before I read, I think of what I already know about the topic. | Never | Rarely | Sometimes | Usually | Almost Always |
| 2. | I decide in advance what my reading purpose is, and then I read for that information. | Never | Rarely | Sometimes | Usually | Almost Always |
| 3. | Before reading, I try to predict what the text will be about. | Never | Rarely | Sometimes | Usually | Almost Always |
| 4. | First I look at the questions, then I read to find the information I need. | Never | Rarely | Sometimes | Usually | Almost Always |
| 5. | While reading, I see if the information makes sense based on what I already know about the topic. | Never | Rarely | Sometimes | Usually | Almost Always |
| 6. | As I read I check to see if my predictions were correct. | Never | Rarely | Sometimes | Usually | Almost Always |
| 7. | While reading, I keep a list of new vocabulary. | Never | Rarely | Sometimes | Usually | Almost Always |
| 8. | I make mental pictures of what I am reading. | Never | Rarely | Sometimes | Usually | Almost Always |
| 9. | I use the context, like familiar words and pictures, to help me guess the meanings of unfamiliar words. | Never | Rarely | Sometimes | Usually | Almost Always |
| 10. | Even when I don't know every word, I use all available information to figure out what I am reading. | Never | Rarely | Sometimes | Usually | Almost Always |

11. I identify what I don't understand so I can come up with a precise question to solve the problem.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
12. I use highlighters, boxes, or some other visual system to identify important information in the passage.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
13. After reading, I evaluate whether what I read made sense.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
14. I make summaries of important information that I have read.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
15. After reading, I decide whether the strategies or techniques I used helped me understand.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
16. I write down due dates for future reading assignments.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|

>>> Are there any other things you do to help yourself understand when reading Russian?

I (Sometimes, Usually, Almost Always) _____

TASK 2: *Listening to Russian in class*

Description of Task: An important part of learning Russian is being able to understand when you listen to Russian. You want to be able to understand your teacher, classmates, tapes, and native speakers.

--> How do you go about listening to Russian?

17. Before listening, I think about what I already know about the topic.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

18. I decide in advance what I need to listen for, and then I listen for this information.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

19. Before listening, I consider the topic and make predictions.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

20. Before listening, I decide to focus on whatever words I recognize so I can understand as much as possible.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

21. To let us know you are reading these items, don't circle anything here; just go on the next one.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

22. As I listen, I check to see if my predictions were correct.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

23. While listening, I picture in my mind what I am hearing.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

24. I try to relate what I'm hearing to my own experiences or to information I already know.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

25. If I don't understand something I hear, I try to guess what it means, based on what I've understood up to that point.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

26. Even when I don't understand every word, I use all available information to figure out what I am hearing.

Never Rarely Sometimes Usually Almost Always

27. I try to pinpoint which words or phrases I don't understand so that I can ask the speaker for a specific explanation.

Never Rarely Sometimes Usually Almost Always

28. After listening, I decide if what I thought I understood makes sense.

Never Rarely Sometimes Usually Almost Always

29. After listening, I summarize the information I heard.

Never Rarely Sometimes Usually Almost Always

30. After class, I look over my notes and fill in gaps.

Never Rarely Sometimes Usually Almost Always

31. After I finish listening, I evaluate how well my listening techniques or strategies worked.

Never Rarely Sometimes Usually Almost Always

32. I record my homework assignments for the next day.

Never Rarely Sometimes Usually Almost Always

33. I write down grades for listening assignments so I can keep track of my overall grade.

Never Rarely Sometimes Usually Almost Always

- >>> Are there any other things you do to help yourself understand when listening to Russian?

I (Sometimes, Usually, Almost Always) _____

You have finished this questionnaire. Thank you very much for your cooperation.

Name: _____ Date: _____

LEARNING STRATEGIES IN THE SPANISH LANGUAGE CLASS

Directions: As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when performing certain tasks in your Spanish class.

The questionnaire describes two tasks you might encounter in your Spanish class. Each task is presented on a separate page. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to perform the task.

Please read the description of each task. Then read each statement about possible techniques. Circle one of the options (Never, Rarely, Sometimes, Usually, or Almost Always) to show how *often* you do the activity described.

This list is not complete, so if you do anything else, please jot it down in the space provided at the end of each page.

There are no right or wrong answers. There are only answers that tell what you actually do.

TASK 1: *Reading Spanish*

Description of Task: Reading is a useful activity for learning Spanish. You may often read dialogues, short stories, texts, ads, and articles in Spanish as part of classwork or on your own.

--> How do you go about reading in Spanish?

- | | | | | | | |
|-----|---|-------|--------|-----------|---------|---------------|
| 1. | Before I read, I think of what I already know about the topic. | Never | Rarely | Sometimes | Usually | Almost Always |
| 2. | I decide in advance what my reading purpose is, and then I read for that information. | Never | Rarely | Sometimes | Usually | Almost Always |
| 3. | Before reading, I try to predict what the text will be about. | Never | Rarely | Sometimes | Usually | Almost Always |
| 4. | First I look at the questions, then I read to find the information I need. | Never | Rarely | Sometimes | Usually | Almost Always |
| 5. | While reading, I see if the information makes sense based on what I already know about the topic. | Never | Rarely | Sometimes | Usually | Almost Always |
| 6. | As I read, I check to see if my predictions were correct. | Never | Rarely | Sometimes | Usually | Almost Always |
| 7. | While reading, I keep a list of new vocabulary. | Never | Rarely | Sometimes | Usually | Almost Always |
| 8. | I make mental pictures of what I am reading. | Never | Rarely | Sometimes | Usually | Almost Always |
| 9. | I use the context, like familiar words and pictures, to help me guess the meanings of unfamiliar words. | Never | Rarely | Sometimes | Usually | Almost Always |
| 10. | Even when I don't know every word, I use all available information to figure out what I am reading. | Never | Rarely | Sometimes | Usually | Almost Always |

11. I identify what I don't understand so I can come up with a precise question to solve the problem.

Never Rarely Sometimes Usually Almost Always

12. I use highlighters, boxes, or some other visual system to identify important information in the passage.

Never Rarely Sometimes Usually Almost Always

13. After reading, I evaluate whether what I read made sense.

Never Rarely Sometimes Usually Almost Always

14. I make summaries of important information that I have read.

Never Rarely Sometimes Usually Almost Always

15. After reading, I decide whether the strategies or techniques I used helped me understand.

Never Rarely Sometimes Usually Almost Always

16. I write down due dates for future reading assignments.

Never Rarely Sometimes Usually Almost Always

- >>> Are there any other things you do to help yourself understand when reading Spanish?

I (Sometimes, Usually, Almost Always) _____

TASK 2: *Listening to Spanish in class*

Description of Task: An important part of learning Spanish is being able to understand when you listen to Spanish. You want to be able to understand your teacher, classmates, tapes, and native speakers.

--> How do you go about listening to Spanish?

17. Before listening, I think about what I already know about the topic.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

18. I decide in advance what I need to listen for, and then I listen for this information.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

19. Before listening, I consider the topic and make predictions.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

20. Before listening, I decide to focus on whatever words I recognize so I can understand as much as possible.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

21. To let us know you are reading these items, don't circle anything here; just go on to the next one.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

22. As I listen, I check to see if my predictions were correct.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

23. While listening, I picture in my mind what I am hearing.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

24. I try to relate what I'm hearing to my own experiences or to information I already know.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

25. If I don't understand something I hear, I try to guess what it means, based on what I've understood up to that point.

Never	Rarely	Sometimes	Usually	Almost Always
-------	--------	-----------	---------	---------------

26. Even when I don't understand every word, I use all available information to figure out what I am hearing.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
27. I try to pinpoint which words or phrases I don't understand so that I can ask the speaker for a specific explanation.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
28. After listening, I decide if what I thought I understood makes sense.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
29. After listening, I summarize the information I heard.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
30. After class, I look over my notes and fill in gaps.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
31. After I finish listening, I evaluate how well my listening techniques or strategies worked.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
32. I record my homework assignments for the next day.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|
33. I write down grades for listening assignments so I can keep track of my overall grade.
- | | | | | |
|-------|--------|-----------|---------|---------------|
| Never | Rarely | Sometimes | Usually | Almost Always |
|-------|--------|-----------|---------|---------------|

>>> Are there any other things you do to help yourself understand when listening to Spanish?

I (Sometimes, Usually, Almost Always) _____

You have finished this questionnaire. Thank you very much for your cooperation.

**APPENDIX A-3
MID-YEAR QUESTIONNAIRES
BEGINNING LEVEL (1991-1992)**

LEARNING STRATEGIES REVIEW QUESTIONNAIRE

Name: _____ Date: _____

You have been practicing the use of learning strategies to help yourself learn Russian this year. Here's your chance to tell us whether you like the strategies or not. Please answer the questions below honestly so that we can improve the instruction and help you learn Russian better.

Read each strategy name and definition, then answer the questions.

1. **ВНИМАНИЕ:** Deciding in advance to pay attention to a learning activity and to ignore distractions.

- a. Do you use this strategy on your own in class? YES _____ NO _____
- b. Do you use this strategy at home? YES _____ NO _____
- c. Why do you use this strategy or why not?

2. **Селективное внимание:** Deciding to pay attention to specific aspects of an activity, such as listening for key words or focusing on new grammar.

- a. Do you use this strategy on your own in class? YES _____ NO _____
- b. Do you use this strategy at home? YES _____ NO _____
- c. Why do you use this strategy or why not?

3. **Cognates:** Recognizing Russian words that are similar to a word in English or in another language you know.

- a. Do you use this strategy on your own in class? YES _____ NO _____
- b. Do you use this strategy at home? YES _____ NO _____
- c. Why do you use this strategy or why not?

4. **группировка:** Grouping words or phrases that go together in some way to make them easier to remember; using the recall game to remember words or other information.

- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

5. **Relating information to yourself:** Making personal associations with the new material to help yourself remember it better.

- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

6. **картинки:** Creating a picture in your mind or drawing a picture of a word or phrase to help yourself remember it.

- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

7. **кооперация:** Working with a partner to solve a task; asking a classmate or friend for help.

- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

8. What other strategies do you use?

LEARNING STRATEGIES REVIEW QUESTIONNAIRE

Name: _____ Date: _____

You have been practicing the use of learning strategies to help yourself learn Spanish this year. Here's your chance to tell us whether you like the strategies or not. Please answer the questions below honestly so that we can improve the instruction and help you learn Spanish better.

Read each strategy name and definition, then answer the questions.

1. **Ojos:** Deciding in advance to pay attention to a learning activity and to ignore distractions.



- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

2. **Gafas:** Deciding to pay attention to specific aspects of an activity, such as listening for key words or focusing on new grammar.



- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

3. **Cognados:** Recognizing Spanish words that are similar to a word in English or in another language you know.



- a. Do you use this strategy on your own in class? YES _____ NO _____
b. Do you use this strategy at home? YES _____ NO _____
c. Why do you use this strategy or why not?

4. **La Pandilla:** Grouping words or phrases that go together in some way to make them easier to remember; using the recall game to remember words or other information.

- a. Do you use this strategy on your own in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. Why do you use this strategy or why not?

5. **Eco:** Making personal associations with the new material to help yourself remember it better.

- a. Do you use this strategy on your own in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. Why do you use this strategy or why not?

6. **La Bola de Cristal:** Making predictions about the topic of a listening or reading activity beforehand.

- a. Do you use this strategy on your own in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. Why do you use this strategy or why not?

7. What other strategies do you use?



El Eco
El Eco
El Eco

APPENDIX A-3.2
MID-YEAR QUESTIONNAIRES
INTERMEDIATE LEVEL (1992-1993)

Name: _____ Date: _____

Russian Midyear Questionnaire (1992/93)
How do you learn Russian?

Please answer the following questions about what you do to help yourself learn Russian. Don't worry about right or wrong answers- there is only what you do to help yourself so be honest.

1. What do good learners of Russian do?
2. What are some things you do to help you learn Russian?
3. What do you do before you start to read or listen to something in Russian?
4. What do you do if something doesn't make sense?
5. What do you do while reading or listening in Russian to check if you're understanding?
6. What do you do if you read or hear a word you don't know?

7. What are some things you do to learn new Russian words?
8. After reading, what do you do to check if you understood what you read or heard?
9. What is your definition of a learning strategy?

If you received strategy instruction last semester (Fall 1992), please answer the following three questions.

1. How helpful is it to be taught about learning strategies?
2. How easy is it to learn strategies?
3. How much do you like learning strategy instruction?

Thank you for completing this questionnaire.

Name: _____ Date: _____

Spanish Midyear Questionnaire (1992/93)
How do you learn Spanish?

Please answer the following questions about what you do to help yourself learn Spanish. Don't worry about right or wrong answers- there is only what you do to help yourself so be honest.

1. What do good learners of Spanish do?
2. What are some things you do to help you learn Spanish?
3. What do you do before you start to read or listen to something in Spanish?
4. What do you do if something doesn't make sense?
5. What do you do while reading or listening in Spanish to check if you're understanding?
6. What do you do if you read or hear a word you don't know?

7. What are some things you do to learn new Spanish words?
8. After reading, what do you do to check if you understood what you read or heard?
9. What is your definition of a learning strategy?

If you received strategy instruction last semester (Fall 1992), please answer the following three questions.

1. How helpful is it to be taught about learning strategies?
2. How easy is it to learn strategies?
3. How much do you like learning strategy instruction?

Thank you for completing this questionnaire.

APPENDIX A-4
SPANISH STUDENT QUESTIONNAIRE

Strategies Instruction Student Questionnaire

Name _____ Teacher _____ Date _____

The chart below names the strategies that you were taught this year. In the second column, please rank the strategies according to your personal preference - write a 1 next to your favorite strategy, a 2 next to your next favorite, etc. In the third column, circle the word that indicates how frequently you use each strategy in Spanish class, at home, and in other classes. In the fourth column, give a brief description or example of how you have used the strategy.

STRATEGY NAME	RANK	PLACE/FREQUENCY USED (circle for each)	DESCRIPTION OF STRATEGY USE
Prediction (Predicción)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Selective Attention (Atención Selectiva)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Imagery (Visualización)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Personalization (Personalización)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Inferencing (Inferencias)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Questioning for Clarification (Clarificación)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Summarizing (Resumen)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	
Verification (Verificación)		Spanish class: often sometimes rarely never At home: often sometimes rarely never Other classes: often sometimes rarely never	

Now please complete the other side of this questionnaire.

1. For each language task listed, check the box if you think learning strategies would help with the task, then describe briefly strategies you would use.
- ☐ Learning vocabulary _____
 - ☐ Learning grammar _____
 - ☐ Listening comprehension _____
 - ☐ Speaking in real life situations _____
 - ☐ Speaking in class _____
 - ☐ Reading stories _____
 - ☐ Reading ads, menus, schedules, etc. _____
 - ☐ Writing assignments _____
2. Describe any other situations in which learning strategies could be helpful:

3. What kinds of students should be taught strategies? (Circle as many as apply.)
- | | | | |
|-----------------|-----------------|--------------------------------|---------------------|
| 1st yr. Spanish | 2nd yr. Spanish | 3rd yr. Spanish | 4th/5th yr. Spanish |
| Honors classes | Regular classes | College Spanish (levels _____) | |
| A students | B students | C students | D/F students |
| Others _____ | | | |
4. Some students were asked to "think aloud" in Spanish during reading or listening. Describe how easy/difficult thinking aloud in Spanish is for you.

5. When you study another language, would learning strategies be useful? Why or why not?

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. IT WILL HELP US IMPROVE!

APPENDIX A-5.1
SELF-EFFICACY QUESTIONNAIRES
BEGINNING LEVEL (1991-1992)

Name: _____

Date: _____

Rating Your Language Learning Capability

Rate Your Language Learning Capability: You are going to be shown several types of language learning activities. For each activity, you are going to rate, on the scale provided, how sure you are that you could work on a language task *like the one shown* and learn what you are supposed to learn in a reasonable amount of time.

The rating scale goes from 0 to 100. Remember that the higher the number you mark, the more sure you are, while the lower the number, the less sure you are. Please mark how you *really* feel about your capability to do a language learning task like the one shown.

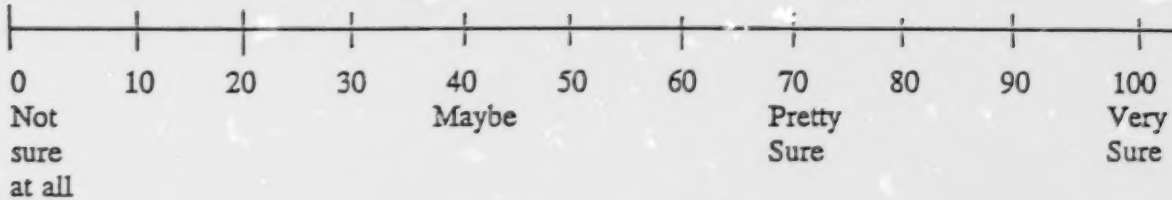
Name: _____

Date: _____

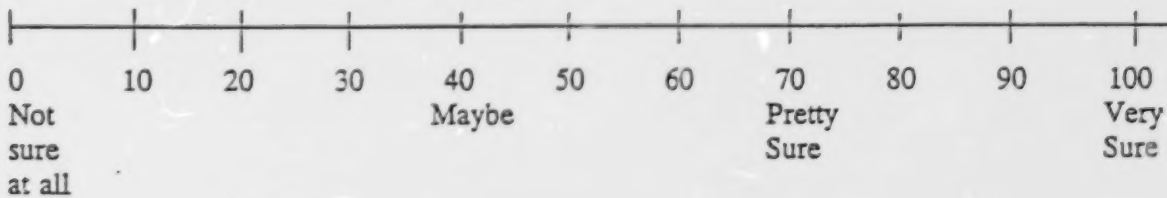
Task 1: Vocabulary Learning

Circle the number on the line that shows how sure you are that you could be given a list of words like those shown and...

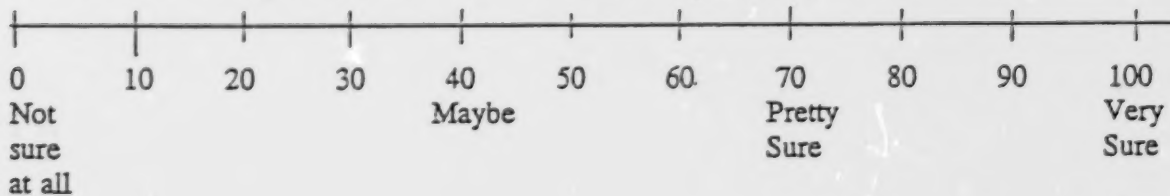
1. ...learn what each word means.



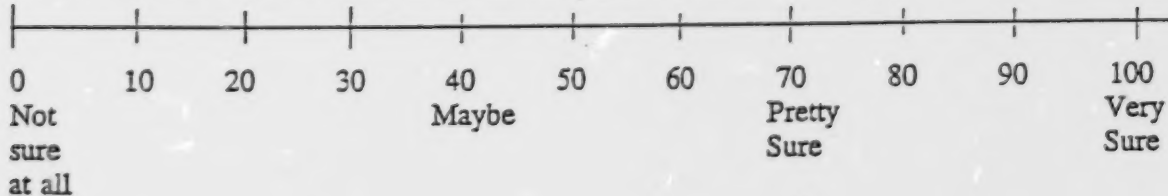
2. ...use each word correctly in a sentence.



3. ...hear sentences using these words and understand what the sentences mean.



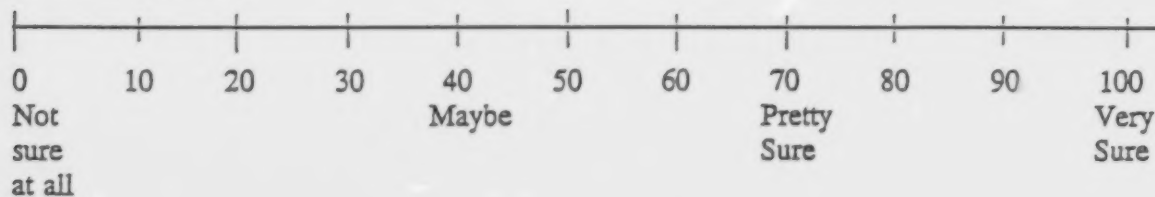
4. ...remember the meaning of each word a month later.



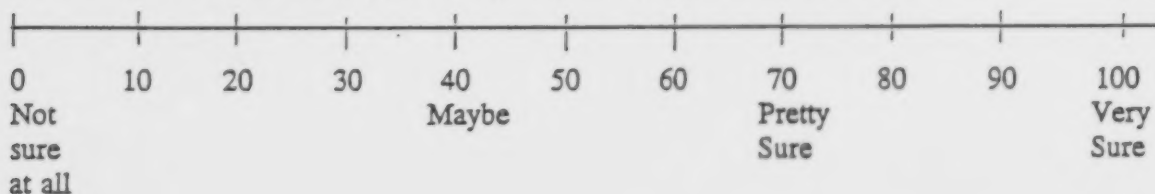
Task 2: Dialogue Learning

Circle the number on the line that shows how sure you are that you could be given a dialogue like the one shown and...

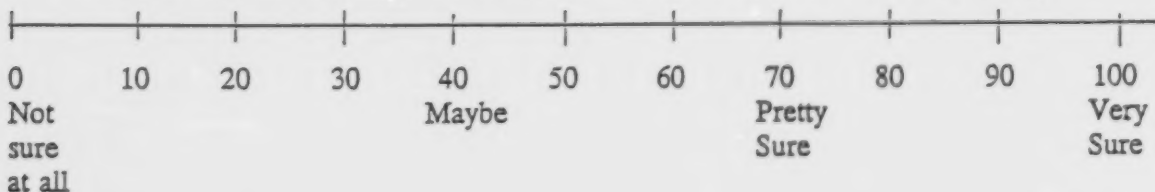
1. ...memorize it.



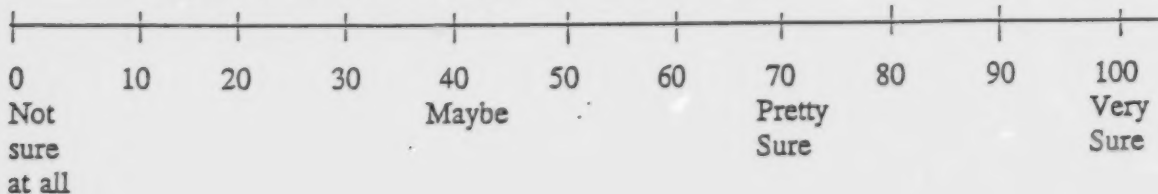
2. ...listen to it and understand it without referring to a written text.



3. ...respond correctly in substitution drills that practice its key vocabulary and grammar.



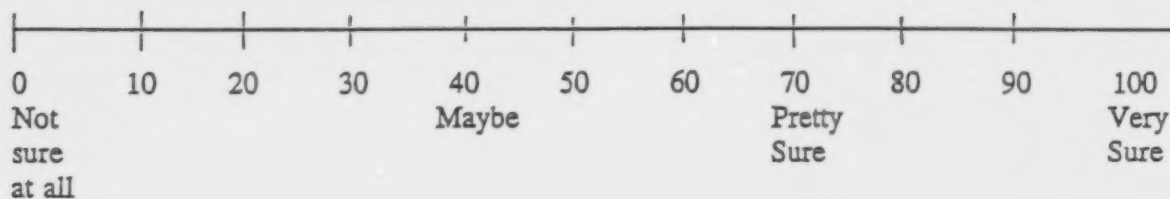
4. ...correctly use parts of the dialogue in other situations.



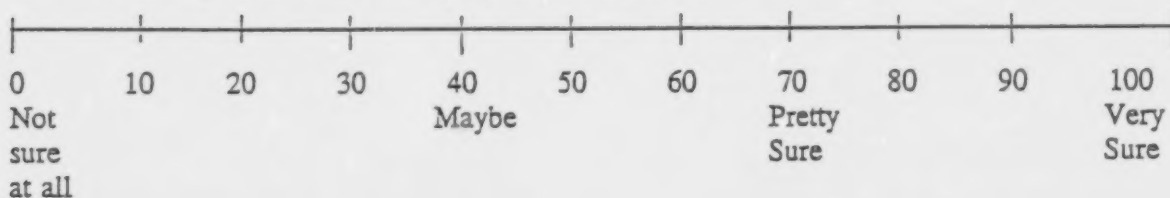
Task 3: Reading an Ad

Circle the number on the line that shows how sure you are that you could be given an advertisement like the one shown and...

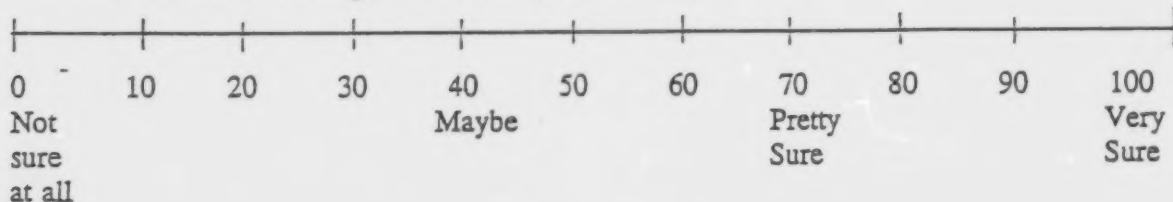
1. ...figure out the main topic of the ad.



2. ...answer questions about very specific information in the ad.



3. ...use the ad to accomplish something in real life.

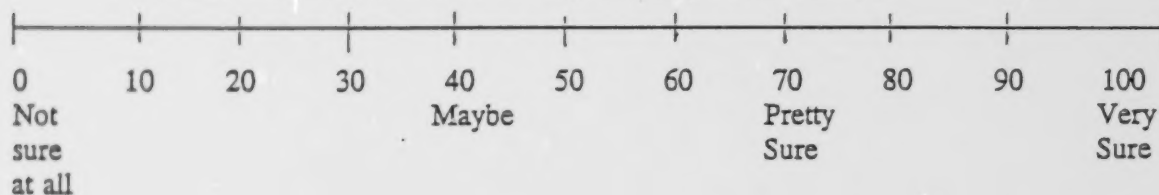


Task 4: A Social Situation

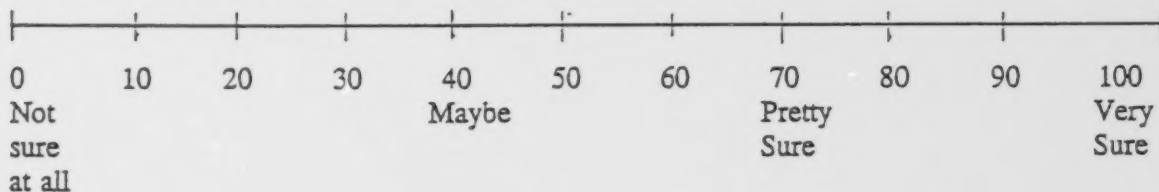
Situation: You've been invited to a party where only Russian will be spoken.

Circle the number on the line that shows how sure you are that you could go to this party and...

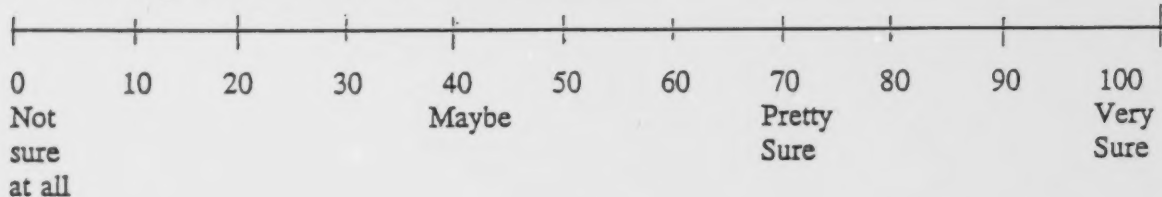
1. ...make yourself understood on topics such as: introductions, talking about what you like to do, and answering questions about yourself and your family.



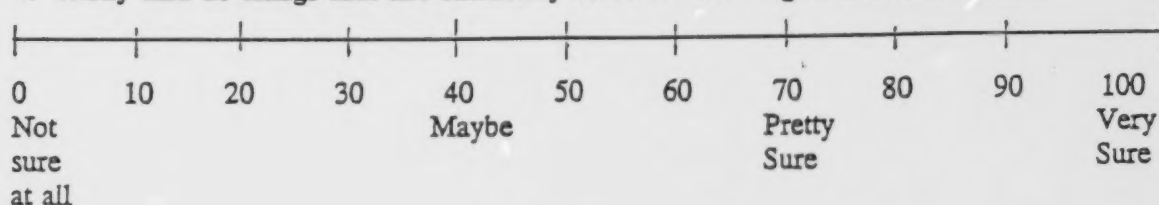
2. ...understand what others say to you in Russian.



3. ...solve problems that arise in communication.



4. ...say and do things that are culturally correct according to Russian culture.



Забавный
Везде
Полёт
Выставка
Зверь
Жираф
Наконец
Лыжи
Кататься
Отпуск
Плавать
Сирень
Собирать
Шумный
Грибы

- Ты пойдёшь с нами обедать?
- Спасибо, не хочу. Я поздно завтракала.
- Ну, как знаешь. Учти, у нас после занятий экскурсия.
- Ах, да. Я совсем забыла.
- Так ты идёшь или нет?
- Придётся пойти... Или нет. Купите мне пару бутербродов с колбасой. Хорошо?
- Ладно, купим.

ТВОРЧЕСКОЕ ОБЪЕДИНЕНИЕ «РИТМ»

28 февраля в 12 часов

юношей и девушек, имеющих хореографическую (классический танец, народный, бальный, брейк) или спортивную подготовку, а также профессиональных и самодеятельных исполнителей в эстрадный балет «КОНТРАСТ».

Адрес: ул. Плущиха, 64, ДК «Каучук».

Проезд: ст. метро «Спортивная» или «Смоленская», далее авт. 64, 132 до ост. «ДК «Каучук», ст. метро «Кропоткинская», тролл. 5, 15 до ост. «Улица Еланского»; ст. метро «Фрунзенская».

Name: _____

Date: _____

Rating Your Language Learning Capability

Rate Your Language Learning Capability: You are going to be shown several types of language learning activities. For each activity, you are going to rate, on the scale provided, how sure you are that you could work on a language task *like the one shown* and learn what you are supposed to learn in a reasonable amount of time.

The rating scale goes from 0 to 100. Remember that the higher the number you mark, the more sure you are, while the lower the number, the less sure you are. Please mark how you *really* feel about your capability to do a language learning task like the one shown.

Name: _____

Date: _____

Task 1: Vocabulary Learning

Circle the number on the line that shows how sure you are that you could be given a list of words like those shown and...

1. ...learn what each word means.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

2. ...use each word correctly in a sentence.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

3. ...hear sentences using these words and understand what the sentences mean.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

4. ...remember the meaning of each word a month later.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

Task 2: Dialogue Learning

Circle the number on the line that shows how sure you are that you could be given a dialogue like the one shown and...

1. ...memorize it.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

2. ...listen to it and understand it without referring to a written text.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

3. ...respond correctly in substitution drills that practice its key vocabulary and grammar.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

4. ...correctly use parts of the dialogue in other situations.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

Task 3: Reading an Ad

Circle the number on the line that shows how sure you are that you could be given an advertisement like the one shown and...

1. ...figure out the main topic of the ad.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

2. ...answer questions about very specific information in the ad.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

3. ...use the ad to accomplish a task in real life.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

Task 4: A Social Situation

Situation: You've been invited to a party where only Spanish will be spoken.

Circle the number on the line that shows how sure you are that you could go to this party and...

1. ...make yourself understood on topics such as: introductions, talking about what you like to do, and answering questions about yourself and your family.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

2. ...understand what others say to you in Spanish.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

3. ...solve problems that arise in communication.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

4. ...say and do things that are culturally correct according to Spanish culture.

0	10	20	30	40	50	60	70	80	90	100
Not sure at all				Maybe			Pretty Sure			Very Sure

Vocabulario

los dientes
la ducha
el jabón
el peine
el pelo
la seda dental
el cepillo de dientes
el champú
el desodorante
débil
fuerte
perezoso
 ducharse
lavarse
peinarse
perder
quitar
vestirse
de prisa

Rafael llama a Mariana por teléfono.

RAFAEL: ¿Aló, Mariana? Habla Rafael. ¿Qué planes tienes para este sábado? ¿Estás libre?

MARIANA: Pues...hay un baile en en centro juvenil.

RAFAEL: ¡Ay, Mariana! ¡Qué aburrido! Oye, yo tengo un plan. Hay un concierto de rock en el Coliseo. ¿Por qué no vamos juntos? Yo te invito.

MARIANA: ¡Qué bueno! Me encanta el rock. ¿Quiénes tocan?

RAFAEL: Un grupo mexicano fabuloso: "Caimán, Caimán."
¿Te gusta?

MARIANA: ¡Magnífico! Hasta el sábado, entonces.

DOLOR

¡NO IGNORE ESTAS SEÑALES PELIGROSAS!



- Frecuentes dolores de cabeza.
- Tensión en el cuello.
- Dolor de espalda y de hombros.
- Articulaciones inflamadas.

- Adormecimiento de manos y pies.
- Nerviosidad persistente.
- Espasmos musculares y calambres.

Estas señales pueden ser causadas por nervios pinchados y pueden ser corregidos con tratamiento quiropráctico. La demora en corregirlo puede empeorar estas condiciones. LLÁMENOS AHORA MISMO.

Atendemos de lunes a viernes
9:00 am — 7:00 pm.

656-1380

Dr. Pedro J. Gonzalez
4811 St. Elmo Avenue
Metro de Bethesda

APPENDIX A-5.2
SELF-EFFICACY QUESTIONNAIRES
INTERMEDIATE LEVEL (1992-1993)

Name: _____ Date: _____

Rating Your Language Learning Capability

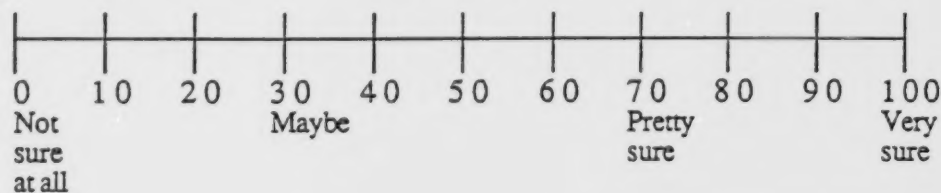
Rate Your Language Learning Capability: Reading and listening are frequent activities you do in your Russian class. These activities are described in this questionnaire. For each activity, you are going to rate, on the scale provided, how sure you are that you could work on a language task *like the one described* and do what you are supposed to do in a reasonable amount of time.

The rating scale goes from 0 to 100. Remember that the higher the number you mark, the more sure you are, while lower the number, the less sure you are. Please mark how you *really* feel about your capability to do a language task like the one described.

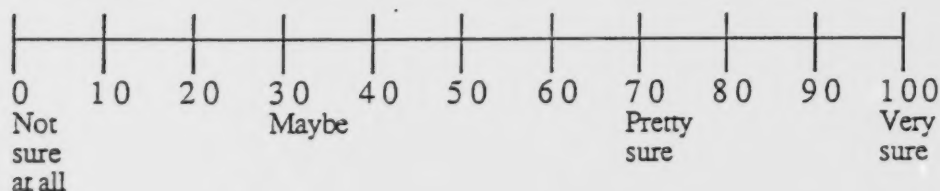
Task 1: Reading in Russian: Reading is a useful activity for learning Russian. You may often read dialogues, ads, and articles in Russian as part of classwork or on your own.

Circle the number on the line that shows how sure you are that you could read assignments in class and

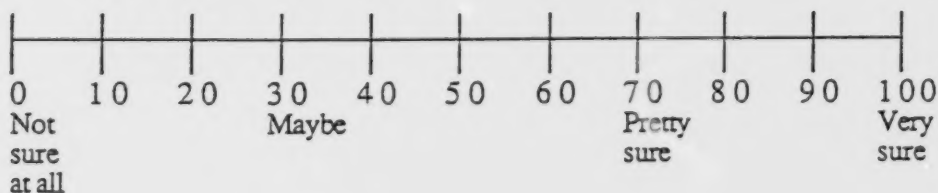
1. ...figure out the main topic or gist.



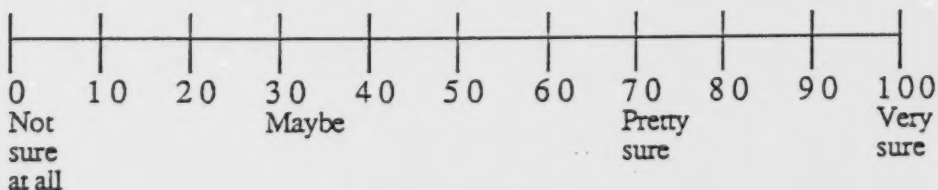
2. ...answer questions about very specific information in the reading assignment.



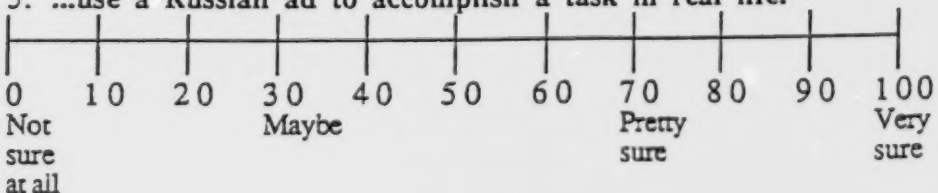
3. ...figure out the meanings of words or phrases you don't understand.



4. ...retell in English what you read.



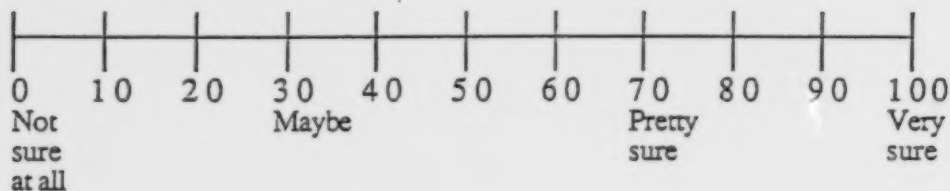
5. ...use a Russian ad to accomplish a task in real life.



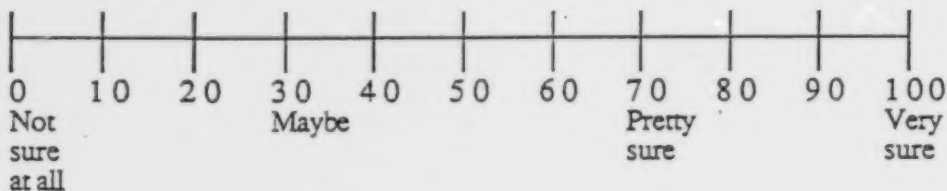
Task 2: Listening to Russian in class: An important part of learning Russian is being able to understand when you listen to Russian. You want to be able to understand your teacher, classmates, dialogues, and tapes.

Circle the number on the line that shows how sure you are that you can listen to Russian in class and

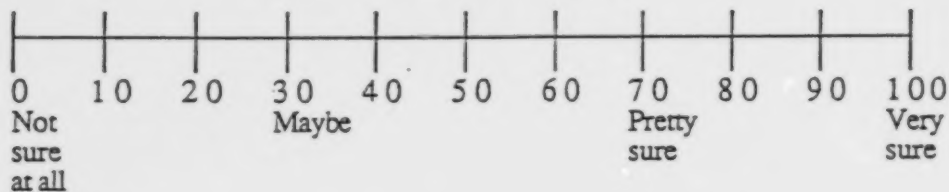
1. ...understand the gist of the topic.



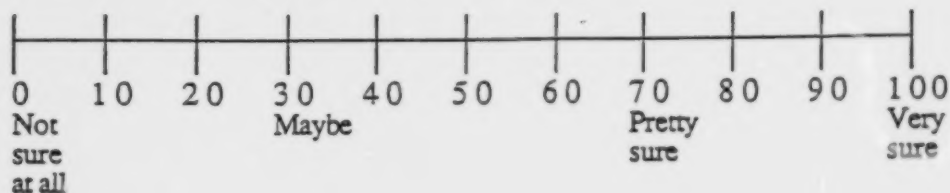
2. ...understand details.



3. ...figure out the meanings of words or phrases you don't understand.



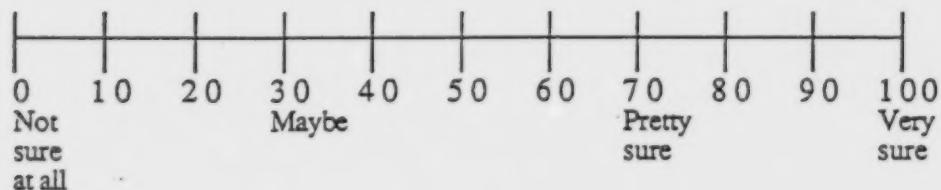
4. ...retell in English what you heard.



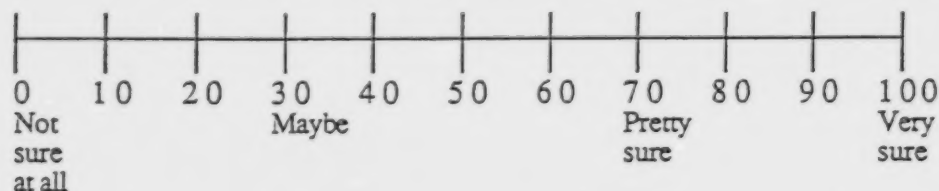
Task 3: Listening to Russian in a social situation: Listening to Russian may also occur outside of class in social situations with native speakers.

Circle the number on the line that shows how sure you are that you could listen to Russian in a conversation and...

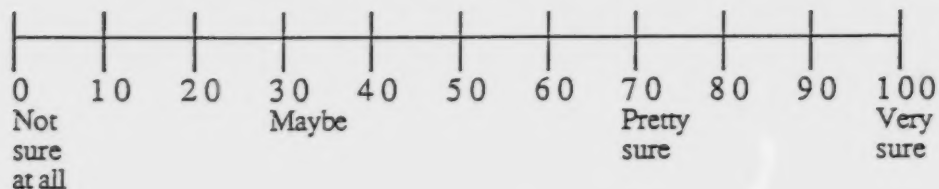
1. ...understand the gist of what the speaker says on topics such as family, hobbies, weather and school.



2. ...understand well enough to figure out what kind of response is needed.



3. ...solve problems that arise when you do not understand the speaker.



Name: _____ Date: _____

Rating Your Language Learning Capability

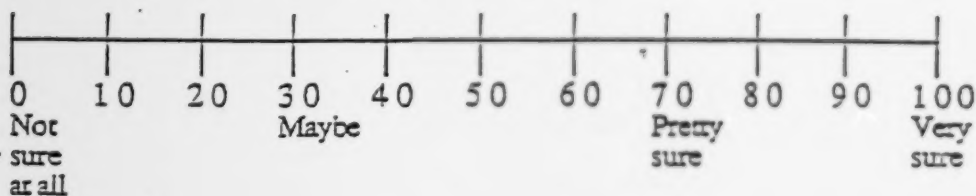
Rate Your Language Learning Capability: You are going to be shown several types of language learning activities. For each activity, you are going to rate, on the scale provided, how sure you are that you could work on a language task *like the one shown* and learn what you are supposed to learn in a reasonable amount of time.

The rating scale goes from 0 to 100. Remember that the higher the number you mark, the more sure you are, while lower the number, the less sure you are. Please mark how you *really* feel about your capability to do a language task like the one shown.

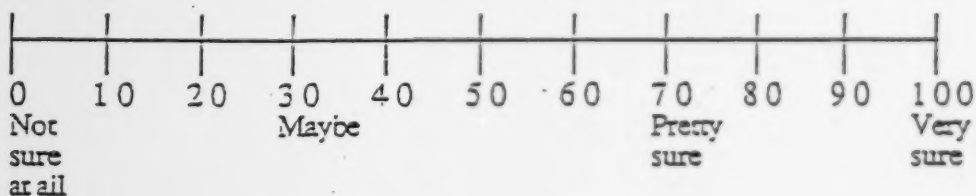
Task 1: Reading in Spanish: Reading is a useful activity for learning Spanish. You may often read ads, articles, and dialogues in Spanish as part of classwork or on your own.

Circle the number on the line that shows how sure you are that you can read assignments given in class and

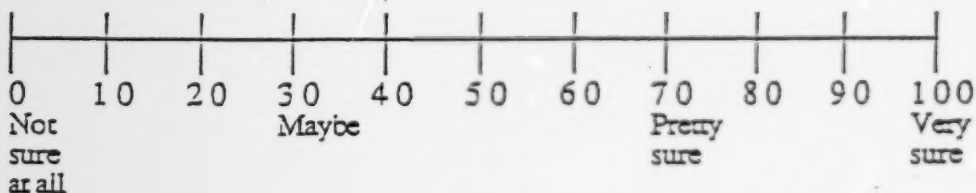
1. ...figure out the main topic or gist.



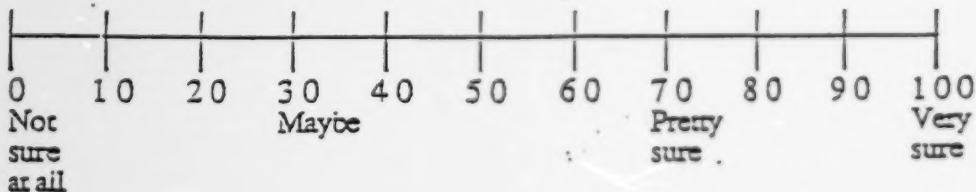
2. ...answer questions about very specific information in the reading assignment.



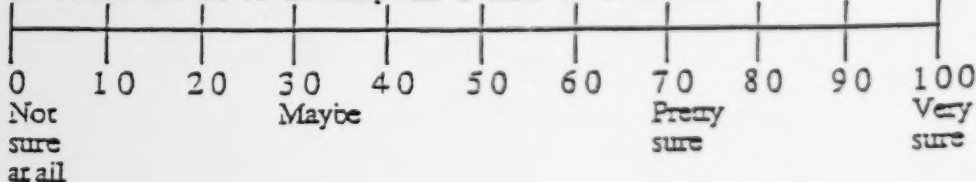
3. ...figure out the meanings of words or phrases you don't understand.



4. ...retell in English what you read.



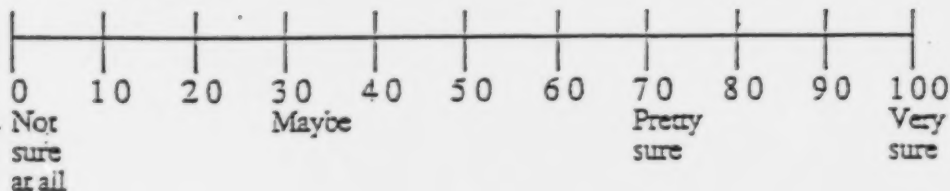
5. ...use an ad to accomplish a task in real life.



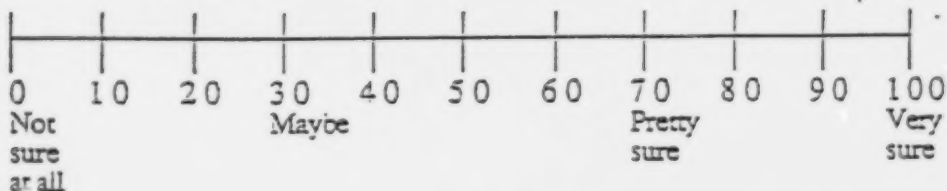
Task 2: Listening to Spanish in class: An important part of learning Spanish is being able to understand when you listen to Spanish. You want to be able to understand your teacher, classmates, dialogues, and tapes.

Circle the number on the line that shows how sure you are that you can listen to Spanish in class and

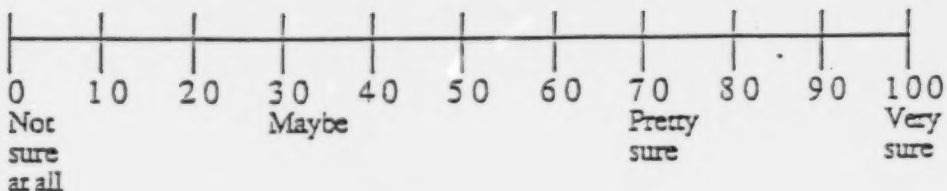
1. ...understand the gist of the topic.



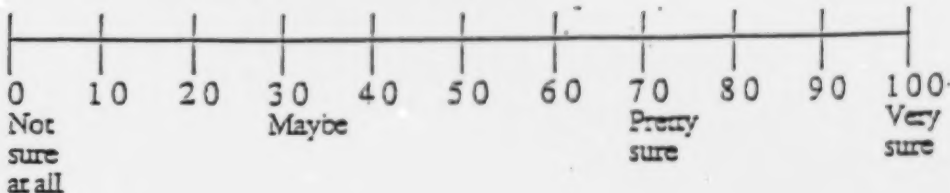
2. ...understand details.



3. ...figure out the meanings of words or phrases you don't understand.



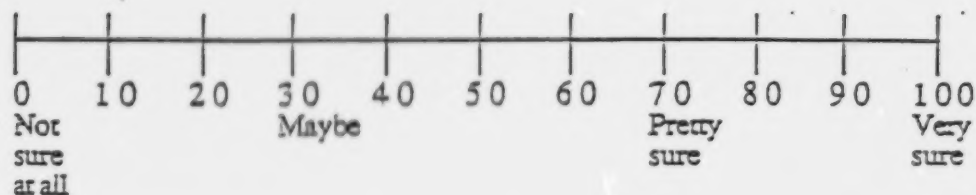
4. ...retell in English what you heard.



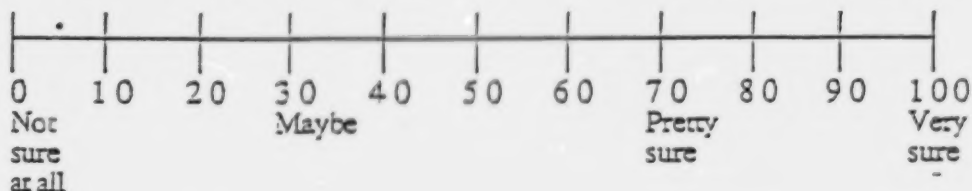
Task 3: Listening to Spanish in a social situation: Listening to Spanish may also occur outside of class in social situations with native speakers.

Circle the number on the line that shows how sure you are that you could listen to Spanish in a conversation and...

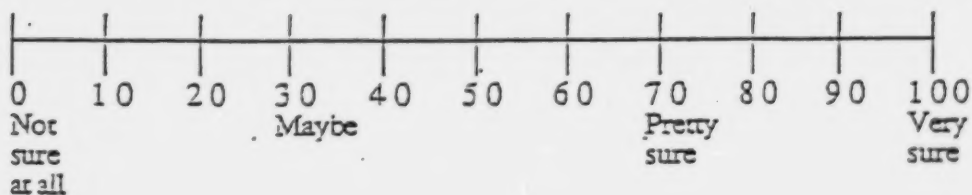
1. ...understand the gist of what the speaker says on topics such as family, hobbies, weather and school.



2. ...understand well enough to figure out what kind of response is needed.



3. ...solve problems that arise when you do not understand the speaker.

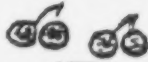
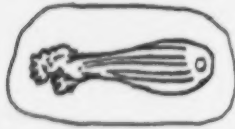


**APPENDIX A-6.1
LANGUAGE TESTS
BEGINNING LEVEL (1991-1992)**

Russian Listening Pretest

You will hear a description of an object or action. Circle the picture that you hear described.

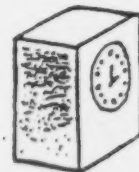
EXAMPLE:



1.



2.



3.



4.

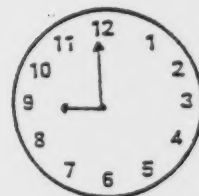
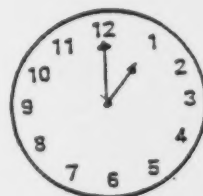
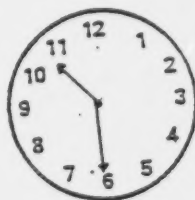


5.



Read the following questions. Then listen to the statements and answer the questions by circling the correct answer.

6. According to the speaker, what day of the week is it?
 - a. Sunday
 - b. Wednesday
 - c. Friday
 - d. Saturday
7. At what time of the day would you hear this phrase?
 - a. Morning
 - b. Afternoon
 - c. Evening
 - d. Night
8. What is the speaker's name?
 - a. Marina Petrovna
 - b. Maria Ivanovich
 - c. Marina Pavlovna
 - d. Maria Fyodorovna
9. How many grapefruits are described?
 - a. 3
 - b. 5
 - c. 7
 - d. 9
10. What time is it? Circle the correct clock.



Russian Reading Pretest

Directions: For each item below, you will see a description of objects or actions. Read the description. Then circle the picture below that is being described.

EXAMPLE: банан (banana)



1. машина (car)



2. гиппопотам (hippopotamus)



3. карандаши (pencils)



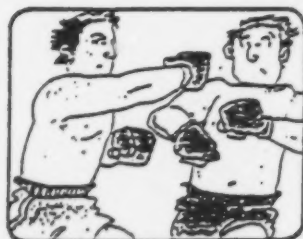
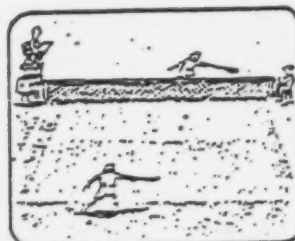
4. писать (To write)



5. Иван смотрит передачу по телевизору.
(Ivan is watching a show on TV.)



6. Дима любит играть в бейсбол. (Dima likes to play baseball.)



This text is an album cover of a popular Soviet rock group. Read the questions and choose the best answer based on the information from the text. Circle your answer.

7. What is the name of the group?
 - a. Ансамбль (Ensemble)
 - b. Аквариум (Aquarium)
 - c. Мелодия (Melody)
 - d. Аранжировка (Aranzhirovka)
8. Who wrote the music and words of the songs?
(These are names)
 - a. Куссуль (Kussel)
 - b. Тропилло (Tropillo)
 - c. Гребенщиков (Grebenshikov)
 - d. Гусев (Gusev)
9. What instrument does Александр Ляпин play?
 - a. guitar
 - b. flute
 - c. saxophone
 - d. tuba
10. Who contributes to vocals?
(These are names.)
 - a. Куссуль (Kussel)
 - b. Трощенко (Troshenkov)
 - c. Курёхин (Kuryokhin)
 - d. Титов (Titov)

АКВАРИУМ



А. КУССУЛЬ А. РОМАНОВ
А. ЛЯПИН Б. ГРЕБЕНЩИКОВ
А. ТИТОВ В. ГАККЕЛЬ
П. ТРОЩЕНКОВ М. ВАСИЛЬЕВ



Сторона 1

СИДЯ НА КРАСИВОМ ХОЛМЕ	1.11
ИВАН БОДХИДХАРМА	2.55
НЕБО СТАНОВИТСЯ БЛИЖЕ	6.19
ЭЛЕКТРИЧЕСТВО	4.16
ГЛАЗ	3.28

Сторона 2

СНЫ О ЧЕМ-ТО БОЛЬШЕМ	4.38
КАД ГОДДО	4.52
ДЕТИ ДЕКАБРЯ	2.12
ДЕРЕВНЯ	4.41

Музыка и слова Б. Гребенщикова
Аранжировка участников ансамбля

Борис Гребенщиков, вокал, гитара; Всеволод Гаккель, виолончель, вокал; Андрей Романов, флейты, вокал; Александр Куссуль, скрипки; Петр Трощенко, барабаны; Александр Ляпин, гитара; Сергей Курёхин, клавишные; Александр Титов, бас-гитара, вокал; Игорь Бутман, саксофоны [5]; Александр Беренсон, труба [2]

Звукоинженер А. Троппа. Редактор Б. Тихомиров.
Художник А. Гусев
Фото В. Ипповой, А. Усовой, В. Коирадта,
П. Немтинова, В. Барановского

В пластинке использованы записи композиций, сделанные в студии Ленинградского городского рок-клуба: «День Серебра», 1984 год; «Дети Декабря», 1985 год.

МИНИСТЕРСТВО КУЛЬТУРЫ СССР
МЕЛОДИЯ
СССР СОЮЗНАЯ СИМЛА ГРАММАСТРОИТЕЛЬСКОЕ
СТЕРЕО C60 25129 005

Russian Listening Pretest
Teacher's Copy

You will hear a description of an object or action. Circle the picture that you hear described.

1. жираф (Giraffe)
2. телефон (Telephone)
3. мальчик (Boy)
4. читать книгу (To read a book)
5. слушать музыку (To listen to music)

Read the following questions. Then listen to the statements and answer the questions by circling the correct answer.

6. According to the speaker, what day of the week is it?
(Сегодня суббота.) (Today is Saturday.)
 - a. Sunday
 - b. Wednesday
 - c. Friday
 - d. Saturday
7. At what time of the day would you hear this phrase?
(Добрый вечер Петя. Как дела?) (Good evening Peter. How are you?)
 - a. Morning
 - b. Afternoon
 - c. Evening
 - d. Night

8. What is the speaker's name?
(Здравствуйте! Меня зовут Марина Петровна. Я из Москвы.) (Hello. My name is Marina Petrovna. I am from Moscow.)
- a. Marina Petrovna
 - b. Maria Ivanovich
 - c. Marina Pavlovna
 - d. Maria Fyodorovna
9. How many grapefruits are described?
(пять вкусных грейпфрутов) (Five delicious grapefruits)
- a. 3
 - b. 5
 - c. 7
 - d. 9
10. What time is it? Circle the correct clock.
(Сейчас одиннадцать часов.) (It is 11:00.)

Name: _____

Date: _____

Послушайте по-русски!
Listening

There are six sentences and questions in this exercise. You will hear a sentence and then you will be asked to answer a question based on the sentence. The questions are written below. Circle the correct answer.

1. What sport does the speaker's brother like to play?

(The student will hear: Брат любит играть в бейсбол, а я люблю играть в баскетбол. My brother likes to play baseball, but I like to play basketball.)



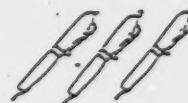
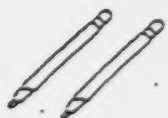
2. Which of these pictures most closely represents the person described by the speaker?

(The student will hear: Этот человек работает в госпитале. Она медсестра. This person works in a hospital. She is a nurse.)



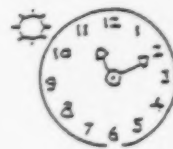
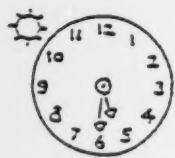
3. Which of these items does the speaker describe?

(The student will hear: На столе лежат три ручки. There are three pens on the table.)



4. At what time is physics class?

(The student will hear: Сегодня у меня урок по физике в 8:30 и урок по истории в 11:00. Today I have a class in physics at 8:30 and history at 11:00.)



Name: _____

Date: _____

Listening (con't)

5. Which of these pictures most closely represents the person who is not feeling well as described by the speaker?

(The student will hear: Сестра сегодня плохо себя чувствует. Она не завтракает, потому что у неё болят зубы.) (My sister doesn't feel well today. She didn't eat breakfast because she has a toothache.)



6. Which of these rooms does the speaker describe?

(The student will hear: Эта комната на первом этаже. Саша читает газеты. The room is on the first floor. Sasha is reading a newspaper.)



Name: _____

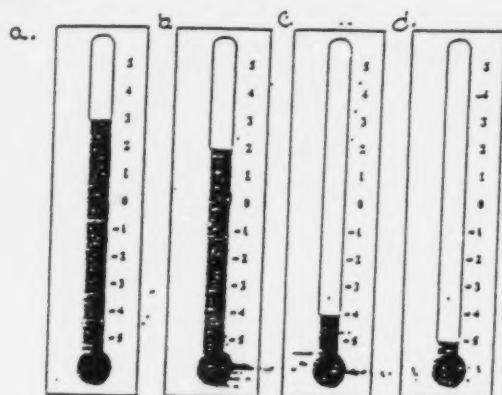
Date: _____

Listening

Weather Information:

Imagine you are a student studying in Moscow. You plan to go to Leningrad for a weekend. Listen to this weather report for the weather in Leningrad. What is the temperature and forecast for Leningrad?

7. What temperature is predicted for Leningrad? Circle the correct thermometer.



8. Circle the picture below which best describes the weather forecast in Leningrad.

a.



b.



c.



d.



Text for weather task:

По сведениям Гидрометцентра СССР, сегодня:

- в Эстонии 0-минус 5, местами снег,
- в Латвии от 3 до 5, небольшие дожди,
- в Ленинграде минус 4, снег,
- в Москве облачная погода, ветер юго-западный, днем плюс два.

(According to the Meteorological Center of the USSR, today:

- in Estonia 0-minus 5, scattered snow showers
- in Latvia from 3 to 5, light rain
- in Leningrad minus 4, snow
- in Moscow cloudy weather, the wind from the south west, daytime high 2 above zero.)

Name: _____

Date: _____

Listening III:

Dialogue between two students:

Listen to the following dialogue with two students discussing their school schedule. Answer the questions in English in the spaces provided.

9. What class will they not be able to take together?

10. What classes will they be taking together?

- Дима, какие предметы ты изучаешь?
- Физику и химию, а ты?
- Я только физику, а химию нет.
- У тебя есть русский?
- Да, третий урок.
- У меня тоже.

(-Dima, what subjects are you taking?

-Physics and chemistry, and you?

-I'm only taking physics, not chemistry.

-Are you taking Russian?

-Yes, third period.

-Me too.)

Name: _____

Date: _____

Listening IV:

Dialogue about a new apartment

The dialogue you will hear is a telephone conversation between two friends. Sergei has just gotten a new apartment. Listen to the conversation and then choose the best answers to the questions below.

11. On what floor is Sergei's apartment?
 - a. Second
 - b. Third
 - c. Fifth
 - d. Sixth
12. How many rooms does the apartment have?
 - a. 1
 - b. 3
 - c. 4
 - d. 5
13. How does Sergei describe his balcony?
 - a. Beautiful
 - b. Big
 - c. New
 - d. Wonderful

-Саша, у меня новая квартира!

-А сколько комнат? На каком этаже?

-На пятом этаже, три комнаты, жилая, столовая, и одна спальня.

-Прекрасно! Балкон есть?

-Балкон есть, большой.

(Translation: Dialogue 1:

-Sasha, I found a new apartment yesterday!

-How many rooms? On what floor?

-On the fifth floor, three rooms; a living room, a dining room, and one bedroom.

-Wonderful! Do you have a balcony?

-Yes, a big balcony.)

Name: _____

Date: _____

Listening V:

Continuation of dialogue about a new apartment.

The dialogue you will hear is a continuation of the previous dialogue. The friend who got a new apartment is having a housewarming party. Listen to the conversation and then choose the best answers to the questions below.

14. When is the housewarming party?
- a. On Saturday at six
 - b. On Sunday at six
 - c. On Saturday at seven
 - d. On Sunday at seven
15. What is the number of the building where the apartment is located?
- a. 137
 - b. 527
 - c. 114
 - d. 536

-Я хочу пригласить тебя на новоселье. В субботу, в шесть часов вечера. Придёшь?

-Спасибо, с удовольствием. А какой адрес?

-Запиши адрес.

-Одну минуту. Я сейчас возьму ручку.

-Ленинградское шоссе, дом 114, квартира 527. Так я жду тебя! в субботу, в шесть.

-Да-да, хорошо.

-I want to invite you to a housewarming party. On Saturday at six o'clock in the evening. Can you make it?

-Thank-you, with pleasure. What's the address?

-Write down the address.

-One minute, I'm getting a pen.

-Leningrad Highway, house number 114, apartment 527. OK, so I'll see you on Saturday at six.

-OK good)

Name: _____ Date: _____

Чтение по-русски
Reading

Imagine you have just received a letter from your new Russian penpal Фёдор. Unfortunately some of the words are missing. Choose the most grammatically correct word to fill in each blank from the choices given after each blank. Circle the correct answer.

Привет мой новый американский друг! _____ (1. мой мне, я, меня) зовут Фёдор. Я живу в Москве в квартире _____ (2. на второй этаж, в второй этаж, на втором этаже, в втором этаже). Кто моя семья? У нас в семье _____ (3. четыре, четверть, четвёртый, четверёх) человека, мама, папа, сестра, и я. Моя семья _____ (4. маленький, маленькая, маленькое, маленькие). Кто я? Мне 17 _____ (5. год, года, годов, лет). Я высокий и у меня тёмные глаза и _____ (6. волоса, волосы, волос, волосах). Я учусь в школе. Летом я _____ (7. играть, играешь, играю, играем) в футбол, а зимой я люблю играть в хоккей. Я _____ (8. спортивный, спортивная, спортивное, спротивные) человек. _____ (9. мой, моя, моё, мои) любимый американский спорт-бейсбол. _____ (10. Вечер, Вечера, Вечером, Вечерний) я часто смотрю бейсбол по-телевизору.

Translation of reading passage:

Hi my new American friend! My name is Fyodor. I live in Moscow in an apartment on the second floor. Who is my family? We are four people, mom, dad, sister and me. My family is small. Who am I? I am 17 years old. I am tall and I have dark eyes and hair. I go to school. In the summertime I play soccer, and in the wintertime I like to play hockey. I am athletic person. My favorite american sport is baseball. In the evening I often watch baseball on television.

Name: _____

Date: _____

Чтение по-русски
Reading

1. The following ads (Text A) was published in the Moscow daily «Вечерняя Москва». Look it over to decide what type of event is advertised. Write the type of event in the space below.

2. What is the date for the event?

3. At what time does the event begin?

4. Where and when can you buy tickets the event?

5. You need more information about this event. Here is a page out of the Moscow Telephone Directory (Text B). What number will you call for the event?

Text A

ЦЕНТРАЛЬНЫЙ СТАДИОН
«ДИНАМО»
Малая спортивная арена
40-й ЧЕМПИОНАТ СССР
ХОККЕЙ С МЯЧОМ
11-февраля-«ДИНАМО»
(Москва)-«СТАРТ» (Горький)
начало в 13 часов.
Билеты продаются в кассах
стадиона «Динамо» в день матча.

СПОРТИВНЫЕ КОМБИНАТЫ,
КОМПЛЕКСЫ, ЦЕНТРЫ

Дворец спорта (бассейн, игровой зал, манеж)	
администратор	178 23 33
регистрация	179 38 13
Ледовый дворец	179 41 23
Лыжная база	178 55 32
Велобаза	178 91 76

Стрелково-стендовый комбинат	
Военно-охотнич. общ-ва	
центр. совета	
Красной Сосны 11-я линия	
директор	187 28 18

Стрелково-стендовый комбинат	
ДСО «Локомотив» центр. совета	
Моск. обл. Балашиха-1	
директор	524 28 55
гл. инженер	524 29 55

«Трудовые резервы» ВДСО МГС	
комбинат	
Бакулинская, 58	261 60 83

«Трудовые резервы» ВДСО МГС	
комплекс	
11-я Парковая, 49	
дежурный	463 54 66
директор	463 27 68

Учебно-спортивный комбинат	
«Наука» ДСО «Буревестник»	
Б. Академическая, 38	
директор	154 82 80
учебно-спорт. отд.	154 52 71

Учебно-спортивный комбинат	
«Пламенная» МГС ДСО «Спартак»	
Моск. обл. ст. Пламенная	
(конный спорт, совр. пятиборье, зимние виды)	
секретарь	572 68 94
учебный отд.	571 45 32

Учебно-спортивный комбинат	
центр. МГС ДСО «Спартак»	
М. Олений п., 23	
(велоспорт)	266 31 27
Спортбаза «Шпрелево поле»	
Шпрелево поле. 1	
(футбол, теннис, стрельба из лука)	266 48 00

Учебно-спортивный комбинат	
«Юные пионеры» центр. детский	
ДСО «Труд»	
Ленинградский просп., 31	

директор	213 46 32
учебная часть	213 46 36
отд. кадров	213 46 49

Велотрек	213 46 35
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Дом спорта	213 46 39
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Ледовый дворец	213 46 42
----------------	-----------

Легкоатлетический манеж	213 46 29
-------------------------	-----------

Учебно-спортивный стрелковый	
центр МГС ДСО «Динамо»	
Моск. обл. г. Мытищи	

СПОРТИВНЫЕ КОМБИНАТЫ,
КОМПЛЕКСЫ, ЦЕНТРЫ

зам. директора	582 77 03
директор	582 76 06

Учебно-спортивный центр по легкой атлетике им. братьев Знаменских
МГС ДСО «Спартак»
Стромынка, 8

зам. администратор	268 00 65
директор	268 65 00

«Энергия» комбинат МЭИ	
2-й Краснокурсантский пр., 12	
дежурный	360 60 23
директор	360 48 41

СТАДИОНЫ

«Авангард»	
ш. Затузовское, 33	176 05 98

«Автомобилист»	
Учебно-спорт. база 11-го таксопарка	
Вятская, 41	285 09 57

«Бородин»	
ул. Васильев Кожаной, 13	144 90 38

«Буревестник» МГС	
(при мед. ин-те ш. И. М. Савинова)	
Плюшкина, 37	
директор	248 37 12
инструктор	246 29 62

«Динамо»	
Ленинградский просп., 36	
команда	212 70 92
директор	212 22 52

3-да Автоматических линий	
им. 50-летия СССР	
Подземная, 9	273 31 60

3-да «Красный пролетарий»	
Мытная, 42	236 50 62

«Измайлово» Спорткомитета СССР	
Советская, 80	163 53 02

«Красная Пресня» Таксомоторного	
парка № 7	
Дружбинская, 18	
директор	205 00 19
зам. директора	205 02 68

«Крылья Советов»	
просп. Буденного, 17а	
администратор	365 35 03
директор	369 89 74

«Локомотив»	
Локомотиворемонтного 3-да	
ул. Сергея Назо, 17	309 50 61

«Локомотив» Люблинского	
литейно-механического 3-да	
Тихая, 39	350 20 15

«Локомотив» Моск. ж. д.	
Б. Черкизовская, 125а	
дежурный	161 42 83
директор	161 43 61
Новорязанская, 20	251 98 05

СТАДИОНЫ

«Локомотив» Моск.-Яросл. ж. д.	
Шушеская, 8	472 25 04

«Машиностроитель»	
2-го моск. часового 3-да	
Салезневская, 13а	258 70 19

«Металлург» 3-да «Серп и Молот»	
Новая Дорога, 13	
дежурный	360 66 77
директор	350 66 68

«Метеор»	
ул. Генерала Ермолова, 1	148 49 16

им. В. А. Мяткова	
Ярославская, 12	286 46 98

Мясокомбината	
ул. Талалихина, 26	
инструктор	271 97 11
директор	271 97 12

«Ракета»	
Измайловское ш.	166 77 36

«Рубин»	
ул. Васильев Кожаной, 1	145 46 83

«Салют»	
Подочная, 15	497 12 51

«Связист»	
Б. Тихоновская, 14	
зам. администратор	268 48 91
директор	268 36 57

«Сокол»	
Елизаветинский пр., 3а	
дежурный	261 53 03
директор	261 29 32

«Торпедо»	
Восточная, 4	275 45 95

«Труд» ДСО	
Варшавское ш., 14	111 15 96
Дербеневская, 11	233 24 08

«Трудовые резервы»	
Измайловский парк	
Первомайская аллея, 1	165 20 81

«Фили»	
Новозаводская, 2	143 81 56

Центральный им. В. П. Ленина	
Лужники	
автоответчик	246 55 15

»	246 55 16
»	246 55 17
»	246 55 18
отд. кадров	201 15 19
директор	246 27 84

Большая спортивная арена	201 04 33
--------------------------	-----------

Малая спортивная арена	
дежурный	246 18 61
»	201 03 61

Name: _____

Date: _____

Чтение
Reading

Here is an ad (Text C) for a music school in Moscow. Answer the following questions in English based on information from this ad.

6. What age group is invited to study at the school?
 - a. Pre-school age
 - b. Primary school age
 - c. Teenagers
 - d. Adults
7. Which of the following instruments is NOT described in the ad?
 - a. Clarinet
 - b. Piano
 - c. Saxophone
 - d. Trombone
8. The school has classes in all of the following music types EXCEPT
 - a. Folk.
 - b. Jazz.
 - c. Orchestral.
 - d. Rock.
9. When could you call to get more information?
 - a. Any day from 2 to 4 except Sundays
 - b. Sunday from 2 to 4
 - c. Any day except from 2 to 4 on Sundays
 - d. All day Sunday except from 2 to 4
10. The ad also gives you directions on how to get to the school. Imagine you have an appointment to visit the school. Write yourself a set of directions in English that will get you to the school.

ТЕХТ С

МУЗЫКАЛЬНАЯ ШКОЛА ИМЕНИ
СТАСОВА

НА ЭСТРАДНО-ДЖАЗОВОЕ ОТДЕЛЕНИЕ

Принимаются юноши и девушки, а также
учащиеся по специальностям: туба,
саксофон, тромбон, фортепьяно, гитара, бас-
гитара, ударные инструменты, вокал.

На отделении работает класс
импровизации, джаза и рок-ансамбля,
оркестра.

Адрес: ул. Варшавское шоссе, 114/1.

Справки по телефону 236-30-72 с 14 до 16
часов, кроме воскресенья.

Проезд: ст. метро «Спортивная» или
«Смоленская», далее авт. 783 до ост.
«Институт физкультуры».

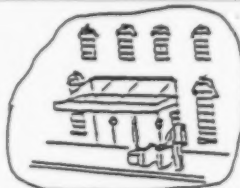
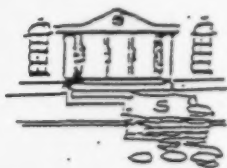
Name: _____

Date: _____

SPANISH LISTENING TEST

DIRECTIONS: For each object below you will hear a description of objects or actions. Listen to the description. Then circle the picture below that is being described.

EXAMPLE:



1.



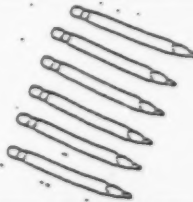
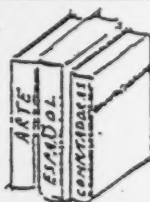
2.



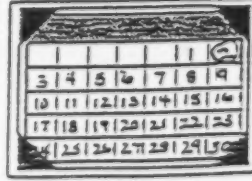
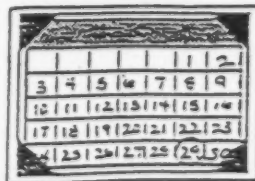
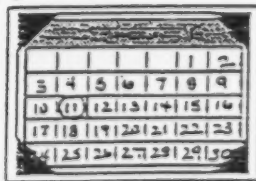
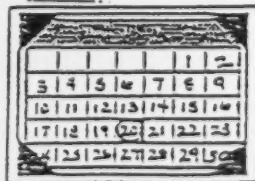
3.



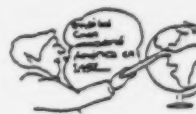
4.



5.



6.



7.



8.



9.



10.



Name: _____

Date: _____

SPANISH READING PRETEST

DIRECTIONS: For each item below, you will see the word for an object or action, or a sentence describing objects or actions. Read the description. Then circle the picture below that is being described.

EXAMPLE: mirar la televisión



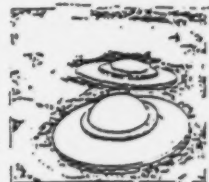
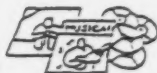
1. muchacho



2. pantalones



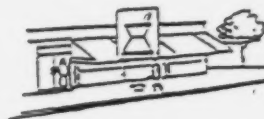
3. discos



4. ventana



5. aeropuerto



6. Me gusta el helado.



7. Cinco menos dos son tres.

$$3+2=5$$

$$5-2=3$$

$$5-3=2$$

$$2+3=5$$

8. Hace sol.



9. A José le encanta comer.



10. El suéter es blanco.



Spanish Listening Pretest Script

For items 1-10, you will hear a description of objects or actions.
Listen to the description. Then circle the picture below that is being described.

- EXAMPLE: Sara está en el hotel.
Sara está en el hotel.
- Number 1: Son las tres de la tarde.
Son las tres de la tarde.
- Number 2: Anita lava el coche.
Anita lava el coche.
- Number 3: Olga es rubia.
Olga es rubia.
- Number 4: Hay seis libros aquí.
Hay seis libros aquí.
- Number 5: Hoy es el veinte de abril.
Hoy es el veinte de abril.
- Number 6: El estudiante hace su tarea.
El estudiante hace su tarea.
- Number 7: Es un sombrero.
Es un sombrero.
- Number 8: A Marcos le gusta jugar al fútbol.
A Marcos le gusta jugar al fútbol.
- Number 9: Hace mucho frío.
Hace mucho frío.
- Number 10: Pepe canta bien.
Pepe canta bien.

Name: _____

Date: _____

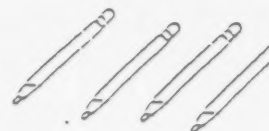
Spanish Listening Test

DIRECTIONS: For each item below, you will hear a description of objects or actions. Listen to the description. Then circle the picture below that is being described.

EXAMPLE:



1.



2.



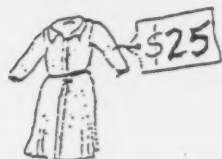
3.



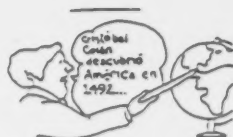
4.



5.



6.



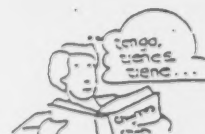
7.



8.

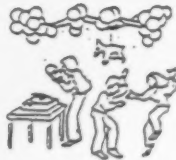


9.



10.





Directions: For Items 12-17, you will hear a speaker. The speaker will ask a question, then make a short statement that contains the answer to the question. Then the question will be repeated. Circle the response that best answers the question, given the information presented in the statement you hear.

EXAMPLE:

- a. It's 3:30.
- b. It's 5:00.
- c. It's 6:30.
- d. It's 5:30.

- 12.
 - a. She's going to the beach.
 - b. She's going to sleep.
 - c. She and Carlos are going to a movie.
 - d. She's going shopping.
- 13.
 - a. December 25
 - b. January 1
 - c. December 31
 - d. February 14
- 14.
 - a. He's going to sing with his friends.
 - b. He's going to do his math homework.
 - c. He's going to study for a math test.
 - d. He's going to play the guitar for his friends.
- 15.
 - a. She's going to hand in a report.
 - b. She's going to history class.
 - c. She's going to a friend's house.
 - d. She's going to the library.
- 16.
 - a. She's 14.
 - b. She's 15.
 - c. She's 16.
 - d. She's 18.
- 17.
 - a. this morning
 - b. at 2:00 p.m.
 - c. this afternoon
 - d. at 3:00 p.m.

Spanish Listening Test Script

For Items 1-11, you will hear a description of objects or actions. Listen to the description. Then circle the picture below that is being described.

EXAMPLE: Ellos comen el almuerzo.
Ellos comen el almuerzo.

Number 1: Ellos tienen ocho lápices para dibujar.
Ellos tienen ocho lápices para dibujar.

Number 2: El alumno estudia matemáticas.
El alumno estudia matemáticas.

Number 3: Los músicos tocan instrumentos finos.
Los músicos tocan instrumentos finos.

Number 4: Las clases empiezan a las ocho y media.
Las clases empiezan a las ocho y media.

Number 5: La blusa cuesta once dólares.
La blusa cuesta once dólares.

Number 6: Ellos estudian para un examen.
Ellos estudian para un examen.

Number 7: Es el verano. Hace mucho calor.
Es el verano. Hace mucho calor.

Number 8: Llueve. Hace mal tiempo.
Llueve. Hace mal tiempo.

Number 9: ¿Qué estudia Luisa? Estudia pintura.
 ¿Qué estudia Luisa? Estudia pintura.

Number 10: Mamá está cansada. Va a descansar.
 Mamá está cansada. Va a descansar.

Number 11: Las muchachas juegan al baloncesto.
 Las muchachas juegan al baloncesto.

For Items 12-17, you will hear a speaker. The speaker will ask a question, then make a short statement that contains the answer to the question. Then the question will be repeated. Pick the response that best answers the question, given the information presented in the statement you hear.

Here's an example:

What time is it?

Son las cinco y media.

What time is it?

Number 12: What's Maria going to do?

 ¡Mira, Carlos! ¡Qué playa maravillosa! El agua
 está fresca y hace mucho sol. ¡Tú puedes dormir pero
 yo no! Me encanta nadar y voy a ir la playa.

 What's Maria going to do?

Number 13: What's the date?

 Es el primer día del año. Y este año voy a cambiar muchas
 cosas en mi vida. Tengo una lista enorme.

 What's the date?

Number 14: What's Carlos going to do right now?

Deseo tocar la guitarra y cantar con Uds. pero no puedo.

Mañana tengo un examen en matemáticas y tengo que estudiar.

What's Carlos going to do right now?

Number 15: Where is Susana going?

Mamá, voy a la biblioteca. Tengo que escribir un reporte para mi clase de historia y necesito información.

Where is Susana going?

Number 16: How old is Luisa?

Hoy es el día de mi cumpleaños. Tengo catorce años. Esta noche vamos a tener una fiesta. Dieciseis de mis amigos van a celebrar conmigo.

How old is Luisa?

Number 17: When is Ricardo going to the pool?

Esta mañana voy a comprar dos discos que me encantan. Por la tarde voy a la piscina con tres amigos. ¿Quieres ir con nosotros?

When is Ricardo going to the pool?

C. You are telling a friend why she should invite the following people to a party she is having. Circle the correct form of the verb in each suggestion.

1. Ana y Veronica _____ muy bien la guitarra.

a. tocar b. toco c. tocas d. tocan e. tocamos

2. Margarita _____ en las fiestas..

a. cantas b. cantan c. canta d. cantar e. canto

3. Paco y María _____ muchos discos.

a. tienen b. tengo c. tienes d. tenemos

3. Yo _____ con mucha comida.

a. viene b. venir c. venimos d. vengo

D. Circle the correct form of the verb in the following paragraph.

Me llamo Alice Jones y 1. (estoy, soy) estudiante en la escuela Washington, en Boise Idaho. Yo 2. (estoy, soy) muy contenta con la clase de español porque la profesora 3. (está, es) muy buena. Me gusta estudiar para esta clase y siempre 4. (vengo, tengo) mi trabajo listo. Hoy tengo que 5.(estudiar, estudio) para un examen muy importante y espero sacar una buena nota.

SPANISH VOCABULARY AND GRAMMAR TEST

A. Choose the correct answer to each question from the list on the right and then write the letter in the space provided.

- | | |
|---|--|
| 1. Te gusta jugar al tenis, ¿verdad?
_____ | a. Hay pocos. Sólo dos.
b. Sí, me gusta comer.
c. ¡Cómo no! Me encanta practicar deportes.
d. Sí. Me gusta cocinar.
e. Sí, me encanta la música.
f. Pues, no me gusta la comida mexicana. |
| 2. ¿Te gusta escuchar discos?
_____ | |
| 3. ¿Te gustan más los tacos o los burritos? _____ | |
| 4. ¿Cuántos sandwiches hay para la fiesta? _____ | |

B. In the following conversation, fill in the letter that corresponds to the word from the list that best fits in the blank.

- | | | |
|----------------|---------------------|---------|
| a. americana | b. las hamburguesas | c. para |
| d. la ensalada | e. más | f. qué |

CARLOS ¿Te gustan los sandwiches?

ALICIA No.

CARLOS ¿Te gusta 1. _____?

ALICIA No, no me gusta.

CARLOS Entonces ¿2. _____ te gusta?

ALICIA Me gustan 3. _____, pero me gustan 4. _____ los burritos.

Directions: Please look at the advertisement below of the store, El Corte Inglés. Based on what it says, answer the questions that follow.

En Agosto MAS VENTAJAS

Ahora en El Corte Inglés, Rebajas sobre Rebajas. Todo cuesta mucho menos.

SEÑORAS

- Vestidos lisos y estampados, en pañéster-álcapón 2.995
- Pares estampados, en distintos dibujos y colores 995

CABALLEROS

- Pantalones de sport y de vestir, lisos y forrados, en pañéster-lana y pañéster-álcapón 2.595
- Mocasines en piel de búfalo, con piso de suela 3.995

JÓVENES

- Para ellas, bañadores y bikini, lisos y forrados 1.595
- Para ellos, bañadores, lisos y estampados 1.495

Niños

- Camisetas para niños y niñas, lisos y estampados 595
- Playeros en distintos colores, todas las tallas 695

MUEBLES

- Batería de cocina ocho piezas, en acero vitrificado, tres colores 4.495

TEXTILES

- Mantelería de seis servicios estampada, acabada en festón 2.795

MUEBLES

- Sillón cromado, con asiento y respaldo en piel 8.160

**LAS REBAJAS
DE EL CORTE INGLÉS**



SPANISH READING I

DIRECTIONS: Read the following dialogue. Using the information presented, answer Questions 1-3.

Paco: ¡Hola, Juan! ¡Hola, Pilar! ¿Adónde van Uds.?
Pilar: ¿Qué tal, Paco? Juan y yo vamos al centro. ¿Y tú?
Paco: Voy a nadar.
Pilar: ¡Ay, me encanta nadar! ¿Cómo vas a la piscina?
Paco: Voy en coche con mi prima. Tenemos el coche de mi tía.
Pilar: ¡Fantástico! Entonces nosotros vamos con Uds.
Paco: Muy bien, pero...
Pilar: ¿Qué pasa, hombre?
Paco: Pues, ¿tienen Uds. dinero para la gasolina?

1. Where is Paco going?
 - a. to visit his aunt
 - b. to the beach
 - c. to the pool
 - d. downtown

2. Why does Paco need money?
 - a. to buy a car
 - b. to go swimming
 - c. to buy gasoline
 - d. to visit his aunt

3. Who is going downtown?
 - a. Paco and Pilar
 - b. Pilar and Juan
 - c. Juan and Paco
 - d. Paco and his cousin

Reading II, continued...

1. If a couple purchases a dress for her and a pair of pants for him, approximately how much will they spend?
 - a. approximately 2, 000 pesetas
 - b. approximately 8,500 pesetas
 - c. approximately 5,500 pesetas
 - d. approximately 500 pesetas

2. What type of clothing is being advertised?
 - a. fall clothing
 - b. winter clothing
 - c. spring clothing
 - d. summer clothing

3. What other merchandise is being advertised on sale in this store?
 - a. cameras
 - b. furniture
 - c. electronic equipment
 - d. pets

Reading III

After reading the real estate advertisements, answer the questions by writing the letter(s) of the appropriate advertisement(s).

a. López Hoyos, autobús puerta, tres dormitorios, calefacción, parquet.
10.800.000 ☎ 431 66 19.

b. Las Rozas, al lado estación, 4 dormitorios, garaje, urbanización.
13.500.000 ☎ 637 05 12.

c. Vendo piso 7º en Zarzaquemada (Leganés), 3 dormitorios, comedor, cocina, baño, 2 terrazas.
10.000.000, negociable.
Contado. ☎ 984 / 28 43 32.

d. Particular vende apartamento completamente amueblado en urbanización residencial en Manzanares el Real. Superficie aproximada 90 m². Consta de: hall, 3 dormitorios con armarios empotrados, 2 baños completos, gran comedor con terraza, cocina con tendedero. Plaza garaje, piscina, jardín, portería. Precio contado: 17.500.000. ☎ 948 / 23 38 61.

1. Which one is the most deluxe?
a. b. c. d.
2. Which one would accomodate the largest family?
a. b. c. d.
3. Which one would be best for taking the train to work or to school?
a. b. c. d.
4. If you didn't have a car, which one(s) would be best?
a. b. c. d.
5. If you did have a car, wich one(s) would be best?
a. b. c. d.
6. Which one is completely furnished?
a. b. c. d.
7. Which one includes a swimming pool?
a. b. c. d.

APPENDIX A-6.2
LANGUAGE TESTS
INTERMEDIATE LEVEL (1992-1993)

Name: _____

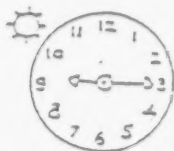
Date: _____

Послушайте по-русски!
Listening

There are three sentences and questions in this exercise. You will hear a sentence and then you will be asked to answer a question based on the sentence. The questions are written below. Circle the correct answer.

1. At what time is physics class?

(The student will hear: Сегодня у меня урок по физике в 8:30 и урок по истории в 11:00. Today I have a class in physics at 8:30 and history at 11:00.)



2. Which of these pictures most closely represents the person who is not feeling well as described by the speaker?

(The student will hear: Сестра сегодня плохо себя чувствует. Она не завтракает, потому что у неё болят зубы.) (My sister doesn't feel well today. She didn't eat breakfast because she has a toothache.)



3. Which of these rooms does the speaker describe?

(The student will hear: Эта комната на первом этаже. Саша читает газету. The room is on the first floor. Sasha is reading a newspaper.)



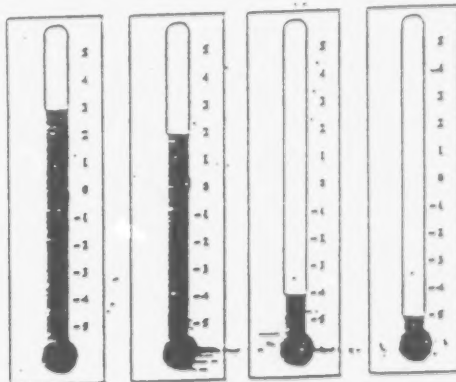
Weather Information:

Listen to the following weather report and answer the questions below by circling the correct response.

4. For which place is rain forecast?

- a. Estonia
- b. Latvia
- c. Petersburg
- d. Moscow

5. What will the temperature be in Moscow? Circle the correct thermometer.



Text for weather task:

Погода сегодня:

- в Эстонии 0-минус 5, местами снег,
- в Латвии от 3 до 5, небольшие дожди,
- в Петербурге минус 4, снег,
- в Москве облачная погода, ветер юго-западный, днем плюс два.

(The weather today:

- in Estonia 0-minus 5, scattered snow showers
- in Latvia from 3 to 5, light rain
- in Petersburg minus 4, snow
- in Moscow cloudy weather, the wind from the south west, daytime high 2 above zero.)

Name: _____

Date: _____

Listening

Dialogue between two students:

Listen to the following dialogue with two students discussing their school schedule. Circle the correct responses to the questions below.

6. What class will they not be able to take together?

- a. Chemistry
- b. Phys. Ed.
- c. Physics
- d. Russian

7. What class will they be taking together?

- a. Chemistry
- b. Phys. Ed.
- c. Physics
- d. Russian

- Дима, какие предметы ты изучаешь?
- Физику и химию, а ты?
- Я только физику, а химию нет.
- У тебя есть русский?
- Да, третий урок.
- У меня тоже.

(-Dima, what subjects are you taking?

-Physics and chemistry, and you?

-I'm only taking physics, not chemistry.

-Are you taking Russian?

-Yes, third period.

-Me too.)

Name: _____

Date: _____

Listening

Dialogue about a new apartment

The dialogue you will hear is a telephone conversation between two friends. Sergei has just gotten a new apartment. Listen to the conversation and then choose the best answers to the questions below.

8. On what floor is Sergei's apartment?

- a. Second
- b. Third
- c. Fifth
- d. Sixth

9. How many bedrooms are in the apartment?

- a. 1
- b. 2
- c. 3
- d. 4

10. How does Sergei describe his balcony?

- a. Beautiful
- b. Big
- c. New
- d. Wonderful

-Саша, у меня новая квартира!

-А сколько комнат? На каком этаже?

-На пятом этаже, три комнаты, жилая, столовая, и одна спальня.

-Прекрасно! Балкон есть?

-Балкон есть, большой.

(-Sasha, I found a new apartment yesterday!

-How many rooms? On what floor?

-On the fifth floor, three rooms; a living room, a dining room, and one bedroom.

-Wonderful! Do you have a balcony?

-Yes, a big balcony.)

Name: _____

Date: _____

Listening

Continuation of dialogue about a new apartment.

The dialogue you will hear is a continuation on the previous dialogue. The friend who got a new apartment is having a housewarming party. Listen to the conversation and then choose the best answers to the questions below.

11. When is the housewarming party?

- a. On Saturday at six
- b. On Sunday at six
- c. On Saturday at seven
- d. On Sunday at seven

12. What is the number of the building where the apartment is located?

- a. House 104, Apartment 427
- b. House 14, Apartment 52
- c. House 114, Apartment 527
- d. House 4, Apartment 27

-Я хочу пригласить тебя на новоселье. В субботу, в шесть часов вечера. Придешь?

-Спасибо, с удовольствием. А какой адрес?

-Запиши адрес.

-Одну минуту. Я сейчас возьму ручку.

-Ленинградское шоссе, дом 114, квартира 527. Так я жду тебя! в субботу, в шесть.

-Да-да, хорошо.

-I want to invite you to a housewarming party. On Saturday at six o'clock in the evening. Can you make it?

-Thank-you, with pleasure. What's the address?

-Write down the address.

-One minute, I'm getting a pen.

-Leningrad Highway, house number 114, apartment 527. OK, so I'll see you on Saturday at six.

-OK good)

Name: _____

Date: _____

Слушайте!

Listen to the following dialogue about two friends deciding what to do in their free time. Circle the correct responses to the questions below.

- Алла, ты сегодня вечером свободна?
- Да, а что?
- Да у меня тоже свободный вечер. Пойдём в парк?
- В парк? Смотри, сегодня идёт дождь. Лучше, пойдём в кино. Вчера в «России» была премьера нового фильма, комедии.
- Ну хорошо, пойдём.

- Alla, are you free this evening?
- Yes, why?
- I'm also free this evening. You want to go to the park?
- The park? Look, it's raining today. It's better if we go to the movies. A new film, a comedy, opened at the "Rossiya" yesterday.
- O.K. Let's go.

13. Why do they decide not to go to the park?

- a. It's too cold.
- b. It's too late in the evening.
- c. It's raining.
- d. It's boring.

14. What kind of film are they going to see?

- a. An adventure film
- b. A comedy
- c. A drama
- d. A romance

Name: _____

Date: _____

Слушайте по-русски!

This next dialogue takes place in a doctor's office. Listen to the dialogue and circle the correct answers to the questions below.

- Здравствуйте! Вы вызывали врача?
- Да, доктор. У меня горло болит. И температура.
- Так, покажите горло. Скажите: а-а-а! Да, горло красное. Какая температура?
- Тридцать семь и девять.
- У вас ангина. Придётся полежать. Я вам дам лекарство. Принимайте по таблетке каждые три часа. Через день-два всё будет в порядке. Приходите послезавтра в медпункт. Седьмой этаж, комната семьсот пять.
- Хорошо. Когда вы принимаете?
- С восьми до двенадцати. Выздоровливайте!

- Hello. Did you call for a doctor?
- Yes, doctor. I have a sore throat and a temperature.
- O.K. Open your mouth. Say aah. Yes, your throat is red. What is your temperature?
- 37.9
- You have tonsillitis. You will have to stay in bed. I'll give you medicine. Take one tablet every 3 hours. In a day or two you'll be fine. Come to the medical center the day after tomorrow. The 7th floor, room 705.
- O.K. What are your hours?
- From 8-12. Get well soon!

15. Which of the following complaints does the patient mention?

- a. Coughing
- b. Earache
- c. Sore throat
- d. Stomach ache

16. What is the patient's temperature?

- a. 27.8
- b. 37.9
- c. 36.8
- d. 36.9

17. What are the doctor's instructions for taking the medicine?

- a. 2 tablets 2 times a day
- b. 1 tablet every 3 hours
- c. 2 tablets every 4 hours
- d. 1 tablet 3 times a day

18. When should the patient come back in to visit the doctor?

- a. Tomorrow
- b. The day after tomorrow
- c. In three days
- d. In a week

Name: _____ Date: _____

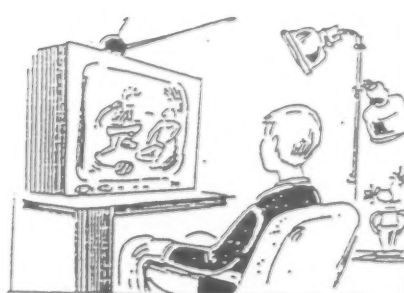
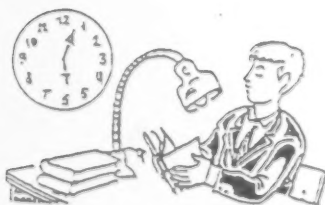
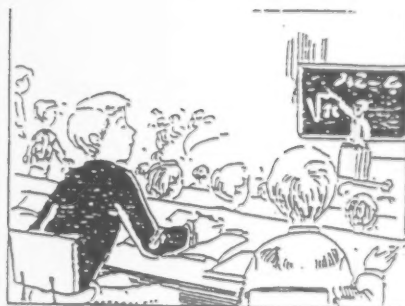
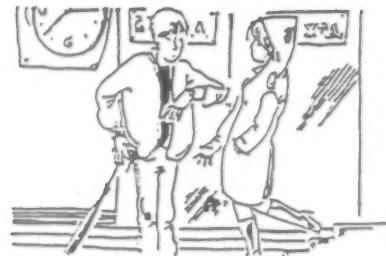
Читайте по-русски!
Reading

Below is Vladimir's list of things to do. Match the pictures with the items on the list by writing the numbers next to the appropriate pictures.

Расписание (Schedule)

Что мне нужно делать сегодня: (What I have to do today.)

1. послушать лекцию по физику (Go to physics class)
2. заниматься в библиотеке (Study in the library)
3. постричь волосы (Get a haircut)
4. обедать в столовой (Eat lunch in the cafeteria)
5. пойти в поликлинику (Go to the clinic)
6. посмотреть футбольный матч по телевизору (Watch the soccer game on TV)
7. читать книгу по историю дома (Read history book at home)
8. встретимся с Анной (Meet Anna)
9. вызвать такси (Call a taxi)
10. ужинать в кафе (Eat dinner at the cafe)



Name: _____

Date: _____

Читайте по-русски!

It's your first day in a Russian school. Below are some of the signs you might see in school. Match the signs with the questions below by writing the numbers of the signs in the spaces provided. You will not have to use all of the signs.

11. _____ Where would you go if you were looking for the reading room?
12. _____ Where would you go to see the principle?
13. _____ Where would you go if you needed to use the library?
14. _____ Where would you go if you wanted to eat?
15. _____ Where would you go to see a teacher?
16. _____ Where would you go if you needed to use the language lab?
17. _____ Where would you go for a conference?

1 БИБЛИОТЕКА

2 АНТИФОННЫЙ
КАБИНЕТ

3 ЗАЛ ДЛЯ КОНФЕРЕНЦИЙ

4 АКТОВЫЙ ЗАЛ

5 ДИРЕКТОР

6 УЧИТЕЛЬСКАЯ

7 МЕСТО ДЛЯ
КУРЕНИЯ

9 РАЗДЕВАЛКА

11 ТУАЛЕТ

12 СТОЛОВАЯ

10 ЧИТАЛЬНЫЙ
ЗАЛ
ЧАСЫ РАБОТЫ:
ПОНЕДЕЛЬНИК,
СРЕДА, ПЯТНИЦА
С 8 ЧАС. 30 МИН. ЧАС.
СТОПНИК, ЧЕТВЕРГ,
СУББОТА С 9 Ч. 30 МИН.
ВОСКРЕСЕНЬЕ -
ВЫХОДНОЙ

8 БУФЕТ 285

Name: _____

Date: _____

Читайте по-русски!

Your Russian friends gave you the following tickets. You are determined to use them. Read them to answer the following questions.

ГОСУДАРСТВЕННАЯ ТРЕТЬЯКОВСКАЯ ГАЛЕРЕЯ	
ВХОДНОЙ БИЛЕТ №	005079 *
Цена 50 коп.	Серия АН
КОНТРОЛЬ	

18. What is this ticket for?

- a. Ballet
- b. Movies
- c. Museum
- d. Theater

Государственный орден Ленина Исторический музей	
Сер. П б Экскурсионный билет	
431814	431814
Цена 50 коп. хранится у посетителя	Сер. П б КОНТРОЛЬ

19. What kind of museum is this ticket good for?

- a. Art
- b. History
- c. Armed Forces
- d. Lenin

ГОСУДАРСТВЕННЫЕ МУЗЕИ МОСКОВСКОГО КРЕМЛЯ
Серия 03
БИЛЕТ №
152857 *
НА ОБЗОРНУЮ ЭКСКУРСИЮ ПО МУЗЕЯМ-СОБОРАМ
Цена 50 коп.

20. What will you be able to see in Moscow with this ticket?

- a. The downtown area
- b. The Kremlin cathedrals
- c. The State Museum
- d. The Moscow cathedrals

Name: _____

Date: _____

Читайте по-русски!

Imagine you are in Moscow. You need to do some shopping and notice this ad in the newspaper. Read the ad and answer the following questions.

21. All of the following types of stores are mentioned EXCEPT:

- a. Housewares
- b. Crystal
- c. Gifts
- d. Souvenirs

22. Which holiday is the cause of the sale?

- a. Christmas
- b. Easter
- c. Hannakah
- d. New Year

В воскресенье, 18 и 25 декабря, ГУМ и его филиалы: «ПОДАРКИ», «ХРУСТАЛЬ», «РУССКИЙ СУВЕНИР» работают с 9 до 17 час. Посетите ГУМ и его филиалы, где к Новому году подготовлен большой выбор подарков и праздничных наборов. Телефоны для справок: 921-57-63, 926-34-70, 926-34-71.

Name: _____

Date: _____

Читайте по-русски!

23. Furniture store # 54 is having a sale! You could buy all of the following items at this store EXCEPT:

- a. Beds
- b. Book shelves
- c. Chairs
- d. Dining room tables
- e. Lamps
- f. Mattresses

СПЕЦИАЛИЗИРОВАННЫЙ МАГАЗИН № 54
МОСМЕБЕЛЬТОРГА

предлагает по сниженным ценам импортные гарнитуры:
жилые комнаты, спальня, столовые и отдельные предметы
мебели:

стулья жесткие, стулья мягкие, столы обеденные,
кровати, матрасы, намотрацинки, полки книжные,
серванты, кресло для отдыха, кресло-кровати, шкафы
комбинированные.

Мебель продаётся всем гражданам независимо от
места жительства.

Магазин работает с 10 до 19 час., перерыв на обед с 14
до 15 час.

Адрес: Химкинский бул., 23.

Проезд: ст. метро «Сходненская».

Справки по телефону: 493-52-25.

Name: _____

Date: _____

Читайте по-русски!

Read the weather report below to answer the following questions:

24. What is the weather forecast for Moscow?

- a. Partly cloudy
- b. Sun
- c. Snow
- d. Thunderstorms

25. For what month is the forecast?

- a. January
- b. April
- c. June
- d. July

ПОГОДА

В Москве и Московской области в отдельных районах кратковременные дожди с грозами, ветер восточный, 3 - 7 метров в секунду. Максимальная температура плюс 22 - 24, на северо-западе плюс 17 - 20.

5 - 6 июня без осадков, ветер юго-восточный, 3 - 7 метров в секунду. Температура ночью плюс 12 - 17, днем плюс 23 - 28. 6 июня на юго-востоке области до плюс 30.

LISTENING PROFICIENCY TEST

VIDEO #1 CARPINTERO DE LA MUSICA

Circle the answer that best fits the question according to what you hear on the video. Your teacher will play the video twice.

1. How old was Mr. Velasquez when he made his first guitar?
 - a. 16
 - b. 10
 - c. 20
 - d. 15
2. Who are his customers?
 - a. guitarists from Spain
 - b. famous musicians and collectors
 - c. gypsies
 - d. not stated in the video
3. Where was Mr. Velasquez born?
 - a. in Spain
 - b. in Mexico
 - c. in Cuba
 - d. in Puerto Rico
4. Why do people buy his guitars?
 - a. ...because they don't cost much.
 - b. ...because they are works of art.
 - c. ...because they sound beautiful.
 - d. ...because it is an honor to have one.
5. How many guitars does he make each year?
 - a. 10 to 12
 - b. 100 to 200
 - c. 20 to 30
 - d. not stated in the video
6. What does the speed of production of guitars depend on?
 - a. ... on the weather and on how Mr Velasquez feels.
 - b. ... on how much time Mr. Velasquez has..
 - c. ... on how much the client is able to pay.
 - d. ... not stated in the video.

7. Until when does Mr. Velasquez expect to be making guitars?

- a. ...until he is 90 years old.
- b. ...until he runs out of orders.
- c. ...until he finishes his current guitar.
- d. ...until he dies.

VIDEO #2 RAQUEL RODRIGUEZ EN SEVILLA

1. To what address is Raquel Rodriguez headed?

- a. Triana # 1
- b. Fuentes #21
- c. Pureza #21
- d. Alameda #1

2. What is the taxi driver's reaction to Raquel's destination?

- a. He has no idea of where to go and will need a map.
- b. He has an idea but is not completely sure.
- c. He is completely familiar with the area since he's from there.
- d. He will take her for double the fare since it's a dangerous neighborhood.

3. What is the name of the neighborhood she's looking for?

- a. La Sevillana
- b. Puente La Cruz
- c. La Triana
- d. It's not stated.

4. Where is Raquel from?

- a. ...from the United States.
- b. ...from Mexico.
- c. ...from Spain.
- d. ...from Argentina.

5. Once they arrive at the destination, why does the driver agree to wait?

- a. He has nothing else to do.
- b. Raquel agrees to pay the extra time.
- c. He knows the person that lives there.
- d. It is not stated in the video.

6. What is the name of the woman Raquel is looking for?
- a. Sra. Gonzalez
 - b. Sra. Sanchez
 - c. Sra. Valdez
 - d. Sra. Suarez
7. Where is the woman Raquel is in search of?
- a. ...at the doctor's office.
 - b. ...at the beach.
 - c. ...at the market.
 - d. ...at a friend's house.
8. When will she return?
- a. ..in a week.
 - b. ...very soon.
 - c. ... much later.
 - d. ...not stated in the video.

NAME: _____

READING PROFICIENCY

For this section of the test, you will look at two newspaper ads briefly and answer questions about them. Begin by looking at the ad below. Then circle the letter of the answer that best fits. You will be given only 4 minutes for each ad.

1. What category does the ad belong to?
a. sports b. music c. travel d. education
2. Who are the two teams playing on Friday night?
a. C.D. Aguila and Washington Diplomats
b. Alianza and the Washington Diplomats
c. Alianza and C.D. Aguila
d. Copa and Navideña
3. Where does this take place?
a. At Entradas b. At Faro c. At Copa Navideña d. At Eastern High School
4. If you only had Saturday free to attend, what time should you be there?
a. at 7:00 p.m. b. at 8:00 a.m. c. at 12:00 p.m. d. at 9:00 p.m.

**FUTBOL
INTERNACIONAL**
Copa navideña en Washington

Entre los equipos de: ALIANZA - AGUILA
- WASHINGTON DIPLOMATS

Viernes 7:30 p.m.
Alianza vs. Washington Diplomats

Sábado 12:30
C. D. Aguila vs. Washington Diplomats

Domingo gran final entre:
Alianza vs. C. D. Aguila

Eastern High School
(A una cuadra del Estadio Robert F. Kennedy)

Entradas: \$12.00

De venta en el Faro de la Columbia Rd. y en las
taquillas del estadio.

LOOK AT THE AD BELOW TO ANSWER THE QUESTIONS ON THE FOLLOWING PAGE. >>>>>>>>

MODA DE HOY A PRECIOS DE AYER



CUATRO DIAS SOLAMENTE: 1-4 de Octubre
Festival Hall/ Baltimore Convention Center

Jueves, viernes y sábado: 10:00 am-9:00pm, domingo, 12 del mediodía - 6:00 pm.

Seleccione ropa y accesorios de última moda para el otoño, entre 200 de los principales diseñadores americanos. Ropa de día, de noche, y también estilos casuales. Ahorre 50% del precio sugerido de venta al público.

ADEMAS.....Maquillajes Personalizados ✂ Estilistas del cabello 📷 Fotos de Belleza 📷

Premios 📺 Comida Fabulosa 🍷 Servicio Personal de Compras 🛍
 Diseños de Moda 👗 y mucho más.

Estacionamiento gratis Entrada \$5.00 Para información: 1-800-849-0248

Patrocinadores que participan: NEW WOMAN Magazine, Variety, 104.3 FM,
 Baltimore Magazine, Essence Magazine, Prescriptives, Hecht's, City Paper

Patrocinado por Virginia Slims 100's
 © Philip Morris Inc. 1992

Fondos donados a beneficio de Lifesongs for AIDS, Inc.
 Recepción de apertura y pre-exhibición Miércoles, 30 de Septiembre.

Beneficiarios (Patrons): 6:00-10:00pm
 Boletos \$25.00

**ADVERTENCIA DEL CIRUJANO GENERAL: Fumar
 Causa Cáncer del Pulmón, Enfermedades del
 Corazón, Emfisema, y Puede Complicar el Embarazo.**

1.5 mg "tar", 1.1
 nicotina: Menthol 1.5 mg
 "tar", 1.2 nicotina, av. per
 cigarette by FTC method.

BEST COPY AVAILABLE

After looking at the ad on the opposite page, circle the letter of the best answer to each question. Remember, you have only **4 minutes** for this part.

1. For how long will this sale be going on?
 - a. ... for the whole month of October.
 - b. ... for only four days in October.
 - c. ... for the entire fall season.
 - d. ... it is a one-day sale only.
2. What designers are being featured?
 - a. ... the foremost French designers.
 - b. ... the foremost Italian designers.
 - c. ... the foremost Hispanic designers.
 - d. ... the foremost American designers.
3. Circle the product or service that will **not** be offered?
 - a. make-up
 - b. food
 - c. personal shopping assistance
 - d. alterations
4. What does the health warning in the box on the on the bottom of the ad refer to?
 - a. cancer of the lungs
 - b. alcoholism
 - c. reckless driving
 - d. AIDS
5. Why might a customer be interested in going to the sale after quickly reading the ad?
 - a. ... because the styles are one-of-a-kind.
 - b. ... because they are French designs.
 - c. ... because they are today's styles at yesterday's prices.
 - d. ... because prices will be slashed after the first day.

Name _____

Date _____

Reading Proficiency Test II
Reading #1

Read the following real estate advertisements and then answer the questions which follow by circling the best response .

a. López Hoyos, autobús
puerta, tres dormitorios,
calefacción, parquet.
10.300.000 ₡ 431 66 19.

b. Las Rozas, al lado
estación, 4 dormitorios,
garaje, urbanización.
13.500.000 ₡ 537 05 12.

c. Vendo piso 7° en
Zarzaquemada (Leganés),
3 dormitorios, comedor,
cocina, baño, 2 terrazas.
10.000.000, negociable.
Contado. ₡ 994 / 29 43
32.

d. Particular vende
apartamento
completamente
amueblado en
urbanización residencial
en Manzanares el Real.
Superficie aproximada
90 m². Consta de: hall, 3
dormitorios con armarios
empotrados, 2 baños
completos, gran comedor
con terraza, cocina con
tandecero, Plaza garaje,
piscina, jardín, portería.
Precio contado:
17.500.000. ₡ 948 / 23
38 51.

1. Which one is the most deluxe?
a. b. c. d.
2. Which one would accomodate the largest family?
a. b. c. d.
3. Which one would be best for taking the train to work or to school?
a. b. c. d.
4. Which one is completely furnished?
a. b. c. d.
5. Which one includes a swimming pool?
a. b. c. d.

Reading #2

The article below was taken from the Spanish newspaper *Los Domingos* about attitudes and stereotypes in men's and women's roles. Answer the questions on the opposite page by circling the best response.

El Hombre y la Mujer en el Trabajo

En teoría la igualdad entre hombre y mujer es una cosa que se reconoce y se acepta, sin embargo en el día a día, aunque vivámos en 1992 en el trabajo se continua a observar el machismo. Observemos las distintas actitudes en las siguientes situaciones iguales.

El

Ella

- Tiene encima de su escritorio las fotos de su esposa e hijos.
Es un hombre responsable que se preocupa por su familia.
- Su escritorio está lleno de papeles.
Se nota que es una persona ocupada, siempre trabajando.
- No está en la oficina.
Habrá ido a visitar a unos clientes.
- Hizo un mal negocio.
¿Estaba muy disgustado?
- Se va a casar.
Eso le estabilizará.
- Va a hacer un viaje de negocios.
Es conveniente para su carrera.
- Se va. Tiene un trabajo mejor.
Hace bien. Es una buena oportunidad.

- Tiene encima de su escritorio las fotos de su esposo e hijos
¡Um! Su familia tiene prioridad a su carrera.
- Su escritorio está lleno de papeles.
Es una desordenada.
- No está en la oficina.
Probablemente se fue de compras.
- Hizo un mal negocio.
¿Se puso a llorar?
- Se va a casar.
Pronto va a tener un bebé
- Va a hacer un viaje de negocios.
¿Qué dice su esposo?
- Se va. Tiene un trabajo mejor.
Las mujeres no son responsables.

Questions: El Hombre y la Mujer en el Trabajo

According to the article:

1. If a woman has family photos on her desk, it means--
 - a. she's proud of her family.
 - b. her family comes before her work.
 - c. she feels responsibility toward her family.
 - d. she's displaying a gift from her family.
2. If a man is not at the office,
 - a. he must be on vacation.
 - b. he must be with a customer.
 - c. he must be having lunch with the secretary.
 - d. he must be meeting with the boss.
3. If a woman is going on a business trip, the implications are that:
 - a. it's a step up in her career.
 - b. she's going to have to consider her husband's opinion.
 - c. she's probably going to do a lot of shopping on the trip.
 - d. she's a good representative of the company.
4. If a man is getting married, the implications are that:
 - a. he wants to have children.
 - b. he just got a raise.
 - c. he's settled and mature.
 - d. he just got a better job.
5. If a woman quits her job, the implications are that:
 - a. women are unreliable.
 - b. it's convenient for her career.
 - c. she's going to have a baby.
 - d. she's going to make more money.

Reading #3

Read the following article and answer the questions that follow by circling the best response.

La Destrucción de las Selvas Tropicales en el Mundo

La deforestación tiene una historia reciente en los trópicos, pues tradicionalmente los pueblos nativos no talaban más selva ni cazaban más de lo que necesitaban para subsistir e intercambiar bienes. Cuando estos países fueron colonizados los productos tropicales fueron comercializados.

En América queda el 50 por ciento de todas las selvas del mundo. De ellas, tres cuartas partes pertenecen a la Amazonia. También la superficie que se tala aquí es la mayor del mundo... La selva se tala --- generalmente por medio de grandes incendios --- por distintos motivos, entre ellos:

- la comercialización de los productos tropicales, en especial la industria de la madera y la minería
- para cultivar la tierra
- para obtener espacio para la ganadería extensiva

La selva tropical tiene mecanismos que la permiten neutralizar agresiones como huracanes, incendios producidos por rayos, sequías o inundaciones. Pero es incapaz frente al ataque de *bulldozers*, talas o incendios provocados.

Ecología y vida, Barcelona; Natura, Madrid

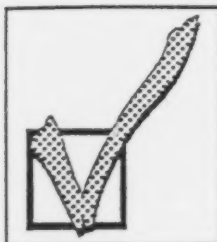
1. According to the article, what is the main method used in Amazonia to get the land ready for farming?
 - a. plowing
 - b. cutting down trees
 - c. setting fires
 - d. flooding
2. What is the reason given in this article that people are destroying the rain forests?
 - a. ...tropical woods can be exported.
 - b. ...to map unexplored areas.
 - c. ...to build new cities.
 - d. ...to make contact with indigenous peoples.
3. A tropical forest can overcome problems such as:
 - a. overgrazing of sheep
 - b. large farming enterprises
 - c. bad storms
 - d. man-made fires.

APPENDIX A-7
STUDENT SELF-ASSESSMENT WORKSHEETS

High School Japanese Program

April 13, 1992

STUDENT SELF - ASSESSMENT FORM
LESSON 12



Please make a check mark in the box to
show your ability in each skill.

Skill level >	A. I can do this easily.	B. I could do this with some difficulty.	C. I don't feel like I can do this yet.
1. I know how to introduce a friend to another friend.			
2. I know what to say when introduced.			
3. I can say "It is not B" in two ways: 1. A is not B 2. A is not na-adjective			
4. I can make the ta- form.			
5. I can use the adverb <u>zuibun</u> .			
6. I know how to use the particle "mo".			
7. I can say "30 minutes" and tell the time in two different ways.			
8. I can say "here/there/over there" in reference to nouns, adjectives, and people.			

Name: _____

Nombre: _____ Fecha: _____

Self-Evaluation- Chapter 3

How well do think you have learned the material in Chapter 3? Although your teacher will grade your progress, you should also check your progress yourself. Read the six sentences below. These statements describe what you have been studying in this chapter. Circle the response below each statement which best reflects how you feel about the material you have been learning.

1. I can express in Spanish my preferences for clothing and colors.
 - a. I can do this.
 - b. I need to improve.
 - c. I cannot yet do this.
2. I can identify in Spanish seasons of the year and corresponding weather expressions.
 - a. I can do this.
 - b. I need to improve.
 - c. I cannot yet do this.
3. I can conjugate -ar verbs.
 - a. I can do this.
 - b. I need to improve.
 - c. I cannot yet do this.
4. I can describe in Spanish what I do regularly or am doing now.
 - a. I can do this.
 - b. I need to improve.
 - c. I cannot yet do this.
5. I can ask questions in Spanish.
 - a. I can do this.
 - b. I need to improve.
 - c. I cannot yet do this.
6. I try to personalize new material by relating it to my own life.
 - a. I can do this.
 - b. I need to improve.
 - c. I cannot yet do this.

Имя: _____ Число: _____

Student Worksheet
Кто я?

Here is a list of activities you should now be able to do in Russian. Read the statements and circle yes or no. Give examples of each activity you can do. If you cannot do an activity then you know this is an area you need to work on.

1. I can describe what I look like. Yes No
In what kind of a situation might it be important to describe your physical appearance?

Now describe your appearance.

2. I can describe my personality. Yes No
In what kind of a situation might it be important to describe your personality?

Now describe your personality.

3. I can describe members of my family and friends. Yes No
In what kind of a situation might it be important to describe your family or friends?

Pick one person, a family member or friend, and describe him or her.

Listening

6. I can understand when classmates or my teacher describe themselves or other people. Yes No
In what kind of a situation might it be important to understand descriptions of people's physical and personality characteristics?
-

APPENDIX A-8
TEACHER RATINGS

Teacher Assessment Form - Japanese High School Program
Lesson 13

Please evaluate your students' progress in the following areas. You can use the scale from 1-3: (1 = meets objective, 2 = needs improvement, 3 = does not meet objective).

Student name	1. Knows how to tell time: 1 minute to 10 mins.	2. Can say "4:00 a.m."; "9:00 p.m."	3. Can say "near the place"	4. Can say "I'm hungry."	5. Can say "I am asking too much" in two ways ("It must be inconvenient for you.")

Teacher Assessment Form - Japanese High School Program
Lesson 13

Please evaluate your students' progress in the following areas. You can use the scale from 1-3: (1 = meets objective, 2 = needs improvement, 3 = does not meet objective).

[illegible]

Theme "Personal/Biographical"

Please evaluate your students' progress in the following areas. You can use the scale 1, 2, and 3:
1=meets objective, 2=needs improvement, 3=does not meet objective.

Student Name	Student appears motivated to learn material.	Student readily learns vocabulary in the theme.	Student relates material to his/her own personal world.

Theme "Personal/Biographical"

Please evaluate your students' progress in the following areas. You can use the scale 1, 2, and 3:
1=meets objective, 2=needs improvement, 3=does not meet objective.

Student Name	Student can identify and focus on most important aspect of an assignment.	Student can describe his/her personality and appearance.	Student understands descriptions of personality and appearance.

Chapter Three

Please evaluate your students' progress in the following areas. You can use the scale 1, 2, and 3:
1=meets objective, 2=needs improvement, 3=does not meet objective.

Student Name	Student can express preferences for clothing and color.	Student can formulate questions.	Student can conjugate -ar verbs.

Chapter Three

Please evaluate your students' progress in the following areas. You can use the scale 1, 2, and 3:
1=meets objective, 2=needs improvement, 3=does not meet objective.

Student Name	Student pays close attention in the classroom.	Student is able to learn vocabulary for chapter.	Student attempts to personalize information learned in class.

APPENDIX A-9
TEACHER RANKINGS

Teacher Ranking of Students

Teacher: _____

Date: _____

Level: _____

Scale: 1 = High

2 = Average

3 = Low

Name	Performance	Ability	Effort	Comments
1				
2				
3				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

CRITERIA FOR GOOD LANGUAGE LEARNERS

Scale 1 = High 2 = Average 3 = Low

- | | |
|-----------------------|--|
| I. Performance | <ul style="list-style-type: none">• Grades• test scores• homework assignments• proficiency |
| II. Ability | <ul style="list-style-type: none">• Aptitude for language learning• good memory• good "ear" for language• highly verbal• strategic approach to learning. |
| III. Effort | <ul style="list-style-type: none">• attention in class• completion or quality of homework• class participation• motivation, presence of initiative• attempts made to use target language in the "real world"• actual class attendance |

Comments: Note here if there are any mitigating circumstances such as health or family problems that you may be aware of which could possibly affect the student in any of the above capacities.

APPENDIX A-10
TEACHER QUESTIONNAIRE

Name _____ Teacher Questionnaire

Starting time _____

Ending time _____

(For G.U. time card)

Background

years you have been teaching _____ Highest degree earned _____

of Spanish 3 honors sections you teach this semester _____

of Spanish 3 regular sections you teach this semester _____

Briefly describe your Spanish instruction before you began working on the Georgetown project.

How is Georgetown's strategy instruction different from your previous approach?

Estimate the percentage of time/emphasis you spend on the following skills:

Reading _____ % Listening _____ % Speaking _____ % Writing _____ % Vocabulary _____ % Other _____ %

How much emphasis do you give to strategies compared to other instructional goals?

In what aspects of teaching strategy instruction do you feel you need additional support?
(i.e. modeling, adapting lessons, coaching)

After a semester teaching strategies, rate your understanding of the Georgetown strategies model and instructional approach.

Excellent Good Fair Poor Terrible

After a semester of teaching strategies, how effective do you view yourself as a strategy teacher?

Very Effective Somewhat Effective Neutral Somewhat Ineffective Very Ineffective

Your opinions of the Georgetown Project

What do you like most about Georgetown's strategy instruction?

What do you like least about Georgetown's strategy instruction?

What would you change about Georgetown's strategy instruction to adapt it to your particular way of teaching and/or to maximize its benefits for your students?

What is easy about teaching strategies?

What is difficult about teaching strategies?

How do you feel about students thinking-aloud in English?

What amount of English is acceptable without interfering with the goal to speak Spanish in class?

How appropriate were the Georgetown materials for reading lessons?

Much Too Easy *A Bit Too Easy* *Just Right* *A Bit Too Difficult* *Much Too Difficult*

How appropriate were the Georgetown materials for listening lessons?

Much Too Easy *A Bit Too Easy* *Just Right* *A Bit Too Difficult* *Much Too Difficult*

Evaluation of Individual Strategies

	How easy is it to teach this strategy?	How easy is it to learn this strategy?	How likely are students to use this strategy on their own?
Prediction/ Activating Background Knowledge	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Selective Attention	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Imagery/ Visualization	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Personalization	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Inferencing	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Questioning for Clarification	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Summarization	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely
Verification	Very Easy Easy Neutral Difficult Very Difficult	Very Easy Easy Neutral Difficult Very Difficult	Very Likely Somewhat Likely Somewhat Unlikely Very Unlikely

Rate your confidence in your ability to do the following:

can phrase individual explanations of strategies.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can model appropriate use of strategies.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can coach students to use strategies.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can scaffold strategy instruction.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can provide opportunities for guided student practice.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can provide opportunities for independent student practice.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can integrate strategy instruction (aspects of the "model of explicit instruction") with my own lessons.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can get strategy instruction started in the classroom.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

can get strategy instruction to flow smoothly.

_____|_____|_____|_____|_____|
Very Confident Somewhat Confident Neutral Somewhat Uneasy Very Uneasy

How comfortable are you teaching strategy instruction?

_____|_____|_____|_____|_____|
Very Somewhat Neutral Somewhat Very
Comfortable Comfortable Uncomfortable Uncomfortable

How successful are you in motivating strategies use in students?

_____|_____|_____|_____|_____|
Very Successful Somewhat Successful Neutral Somewhat Unsuccessful Very Unsuccessful

How would you rate your effectiveness in meshing strategy instruction with ongoing lessons?

_____|_____|_____|_____|_____|
Excellent Good Fair Poor Terrible

Indicate how frequently you do the following:

I use "teachable moments" when I can make relevant comments about strategies.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I use strategies terms.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I encourage students to use strategies terms.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I define the meaning of specific strategy term.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I explain how to use a specific strategy.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I think aloud.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I model use of specific strategies.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I explain the reasoning for thought processes behind my responses or actions.

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I use prompts in Spanish to cue students to use their strategies. (e.g., ¿Tiene sentido? ¿Pueden identificar su problema?)

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

I incorporate strategies into my own regular lessons (not just the scripted lessons).

Many Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

cue students to use a specific strategy.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

cue students to choose their own strategy.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

explicitly refer to or show the Mountain Climber graphic or other visual transparencies Georgetown provided.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

ask students to explain the reasoning behind their responses.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

When I see that a student is using a strategy, I specifically point it out.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

After students have used a strategy, I ask whether it helped.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

After students have used a strategy, I point out how it helped.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

praise students for using strategies.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

talk about coordinating use of a repertoire of strategies.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

use analogies to explain strategies.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

talk about my personal use of strategies and how they helped me be a better learner.

any Times A Day | A Few Times A Day | Once A Day/ Once Per Lesson | A Few Times A Week | A Few Times A Month | Never

Please rate the importance of the following:

How important is it for students to use terms like strategy/estrategia, prediction/predicción, etc.?

_____ / _____ / _____ / _____ / _____
Extremely Important Considerably Important Moderately Important Not Very Important Not Important at All

How important is it for you use terms like strategy/estrategia, prediction/predicción, etc.?

_____ / _____ / _____ / _____ / _____
Extremely Important Considerably Important Moderately Important Not Very Important Not Important at All

How important is it to devote part of your lesson strictly to teaching strategies?

_____ / _____ / _____ / _____ / _____
Extremely Important Considerably Important Moderately Important Not Very Important Not Important at All

How important is it to integrate strategies into your other instructional activities?

_____ / _____ / _____ / _____ / _____
Extremely Important Considerably Important Moderately Important Not Very Important Not Important at All

How helpful would each of the following be in learning to teach strategies?

Watching videotapes of strategy instruction

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Critiquing videotapes of strategy instruction

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Having someone model strategy instruction

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Having someone coach and give me feedback on my strategy instruction

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Conferencing with peers about attempts at strategy instruction

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Practicing by teaching scripted lessons

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Receiving information about research on strategy instruction

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

Receiving prepackaged materials such as bulletin boards, posters, and transparencies

_____ / _____ / _____ / _____ / _____
Very Helpful Somewhat Helpful No Impact Somewhat Harmful Very Harmful

What kinds of professional support do you feel would be most helpful to you at this time?

Please indicate the extent to which you agree/disagree with the following statements:

The biggest difference between Georgetown's strategy instruction and the way I was teaching before is that it puts labels on thought processes that I was already teaching.

|-----|-----|-----|-----|
Strongly Agree *Agree* *Neither Agree nor Disagree* *Disagree* *Strongly Disagree*

Teaching strategies requires giving up other parts of the curriculum.

|-----|-----|-----|-----|
Strongly Agree *Agree* *Neither Agree nor Disagree* *Disagree* *Strongly Disagree*

I am concerned with how long it takes to teach a strategy lesson.

|-----|-----|-----|-----|
Strongly Agree *Agree* *Neither Agree nor Disagree* *Disagree* *Strongly Disagree*

Extended discussions that are part of strategy use disrupt the flow of the lesson.

|-----|-----|-----|-----|
Strongly Agree *Agree* *Neither Agree nor Disagree* *Disagree* *Strongly Disagree*

Effects of Strategy Instruction on Students

At the end of one semester of Georgetown's strategy instruction, how would you rate students' understanding of the strategies?

|-----|-----|-----|-----|
Excellent *Good* *Fair* *Poor* *Terrible*

At the end of one semester of Georgetown's strategy instruction, how would you rate students' understanding of the purposes behind the strategies?

|-----|-----|-----|-----|
Excellent *Good* *Fair* *Poor* *Terrible*

How frequently did you see your students using the strategies independently without your prompting?

|-----|-----|-----|-----|
Extensively *Frequently* *Occasionally* *Rarely* *Never*

APPENDIX A-11
INDIVIDUAL TEACHER INTERVIEWS

Teacher Interview/Questionnaire

I. Strategies Instruction in your classroom

1. To what degree has strategy instruction helped you to accomplish your instructional goals?

2. In what ways, if any, has it kept you from attaining your goals?

3. How do you feel about working with scripted learning strategy lessons?

4. How do you feel about developing your own learning strategy lessons?

5. Which strategies do you feel are particularly effective for your students?

6. What is difficult about teaching strategies?
7. How applicable is strategy instruction for teaching the four language skills: reading, writing listening, speaking.
8. How has the teaching of strategies affected the use of the target language by you and by the students in class?
9. What are your students' attitudes towards strategies instruction?
10. How effectively did students previously not exposed to strategies come up to speed?

II. Professional Development

1. What kind of professional support would you find most helpful (initially and continuing)?
2. Is there anything you would change in the manner of professional development feedback you received?
3. How beneficial would it be (or has it been) to work with another teacher at your school who was doing the same thing?
4. How confident are you in your understanding of learning strategies?
5. How competent do you perceive yourself as a teacher of learning strategies?
6. How comfortable do you feel in assisting in professional development?

APPENDIX B
SAMPLE LEARNING STRATEGIES LESSONS

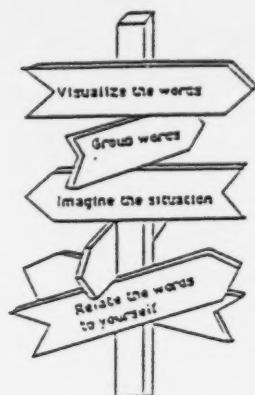
APPENDIX B.1
SAMPLE LEARNING STRATEGIES LESSONS
BEGINNING LEVEL (1991-1992)

Имя: _____ Число: _____

Student Worksheet

Как и почему нужно учить новые слова

Повторение:
Vary the ways
you repeat



In the theme «Кто я» you will be learning Russian words for describing physical and personality characteristics. This worksheet will help you think about why it's important to learn physical and personality characteristics in Russian. The worksheet will also ask you how you plan to learn these words.

1. Imagine yourself in the Soviet Union. An American friend who has already been to the USSR has given you the phone number of a Russian friend. You have never met this person before. You call her up and agree to meet her in downtown Moscow on Red Square in front of St. Basil's Cathedral. How might Russian adjectives describing physical appearance help you in this situation?

-
2. Think of other situations in which words describing physical and personality characteristics are useful to know. The situations can involve speaking, listening, reading, or writing.

1.

2.

3.

3. Here are some examples of ways to memorize words describing physical and personality characteristics. Check off those which you think will help you learn these new Russian words.

- ☐ Say the words at different times throughout the day.
- ☐ Concentrate on how the word sounds.
- ☐ Picture how the word is spelled in your mind.
- ☐ Group similar words into categories.
- ☐ Make up sentences using the words.
- ☐ Picture in your mind what the word means.
- ☐ Say the word when you see a picture of it in a magazine, on TV, on the street, in school, etc.
- ☐ Associate the word with your personality, someone you know, or your favorite musician, actor, etc.
- ☐ Associate the Russian word with a similar word in English.
- ☐ Imagine a situation in which you would use this word.

4. There are lots of other ways to memorize Russian words. What are some of your favorite methods? Write down at least three. You can refer back to your worksheet for повторение.

a. _____

b. _____

c. _____

d. _____

RUSSIAN LANGUAGE LEARNING STRATEGY INSTRUCTION

Для учителя
Животные
Группировка (Grouping)

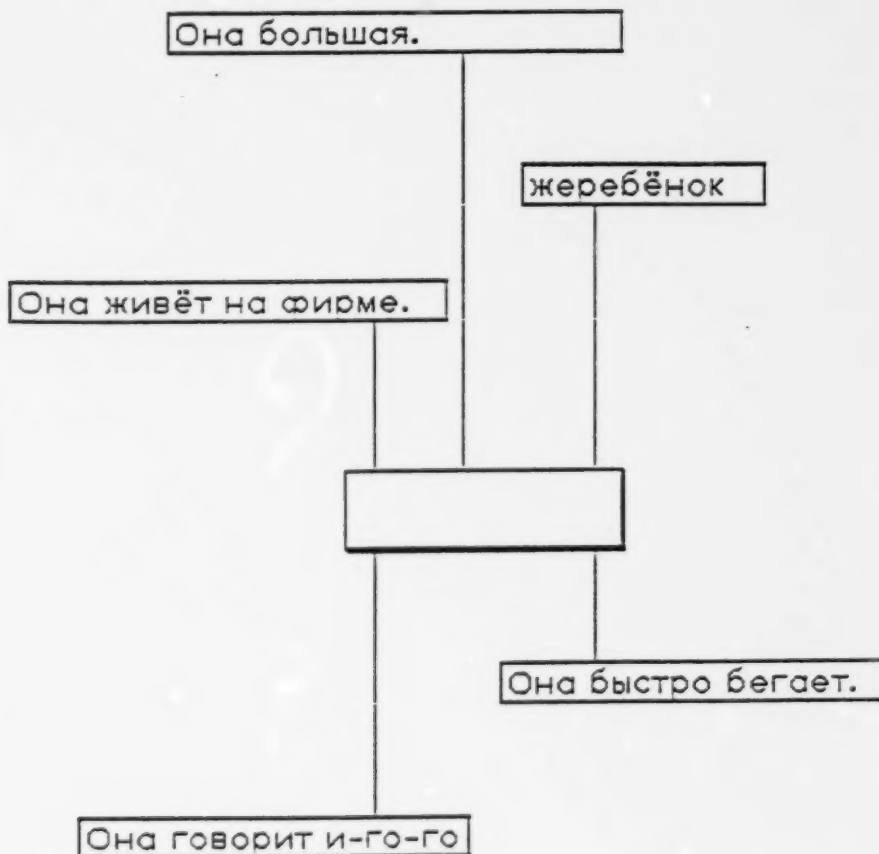
Teacher's Notes

- I. Remind students that with each theme you introduce related vocabulary and phrases. It is easier and more useful to learn related words in groups because you usually use the words together and you can create mental links in your mind between the words and phrases. These links help you recall words from memory.
- II. Write the strategy группировка on the board. Tell students that although you introduce the words in groups, it is important that students regroup the words in ways that are meaningful to them personally. Hand out the worksheets for grouping using charts. Go through the first worksheet as a class. This worksheet is a model for students to follow.
- III. Have students come up with their own individual groupings using the worksheet with the empty chart.
- IV. After students have completed the worksheets ask for feedback concerning the usefulness of the strategy (e.g. Do you think grouping is a strategy which will help you remember words? Why or why not?).

Имя: _____ Число: _____

Животные
Группировка

Какое это животное?



Nombre: _____

Fecha: _____

Hoja de Trabajo 29
La Bola de Cristal - Prediction

Sometimes you can help yourself understand Spanish better by thinking about what you might hear before you actually listen. Then you listen especially for the words you predicted. Knowing in advance what will happen, in other words, what you will hear is what you will be doing in this strategy. That is why it has been called *La Bola de Cristal*, so you may remember it's about predicting.

Here's a chance to practice Predicting before you listen. You are going to hear 10 sentences about the weather. Which picture below matches the description you hear? Before you listen, take a minute and look at the pictures. What weather words or clothes words would you expect to hear, given these pictures? Work with a partner and make a list under each picture.

Picture A



1. _____
2. _____
3. _____
4. _____

Picture B



1. _____
2. _____
3. _____
4. _____

Picture C



1. _____
2. _____
3. _____
4. _____

Picture D



1. _____
2. _____
3. _____
4. _____

Now listen to the 10 sentences. Mark the number of the sentence under the correct picture. Remember to listen for the words you predicted. This can help you match the sentence to the picture.

Picture A



Picture B



Picture C



Picture D



- | | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Teacher's Guide

Prediction Lesson

Teacher's Notes

Introduce Predicting: Explain to students that when you listen to a person speaking in your own language, in many situations you can be one step ahead of the speaker. For instance, have you ever found yourself finishing someone else's sentence? You can predict in Spanish too. Predicting can help you understand better, because you are anticipating the information. Try to predict as much as possible in Spanish. Do it consciously! It helps to write down your predictions.

Give students a few minutes to write down their predictions based on the pictures.

Say to students: *Now listen to the 10 sentences. Mark the number of the sentence under the correct picture. Remember to listen for the words you predicted. This can help you match the sentence to the picture.*

1. Hace frío en el otoño.
2. Hace mal tiempo. Llueve.
3. En el verano hace mucho sol en Virginia.
4. No me gusta el invierno. Hace tanto frío.
5. Cuando hay nieve, llevo botas y bufanda.
6. Llevo el impermeable, porque llueve.
7. Hace buen tiempo. Voy a nadar y jugar al tenis.
8. En marzo y abril hace viento en Washington.
9. En Arizona hace mucho calor.
10. Me gusta esquiar en el invierno.

Nombre: _____

Fecha: _____

Hoja de Trabajo 28

La Pandilla visualiza y escribe ...
Vocabulario Relacionado

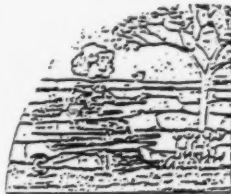
Las Cuatro Estaciones

la primavera
el verano
el otoño
el invierno



¿Qué tiempo hace?

Hace fresco.
Hace mal tiempo.
Hace calor.
Hace sol.
Hace buen tiempo.
Hace frío.
Nieva.
Llueve.
Hace viento.



La Ropa
el suéter
las botas
los guantes
el sombrero
el traje de baño
la bufanda
el paraguas
el impermeable
el abrigo

Forme nuevos grupos de palabras relacionadas. Escriba un título para cada grupo.

*Do you think the strategy, La Pandilla, is helpful?
Why or why not?*

Teacher's Guide
Hoja de Trabajo 28

Teacher's Notes

1. Use after textbook page 121.
2. Hand out *Hoja de Trabajo 28*. Explain to students that they are to make their own groups of the words and expressions, and decide on a title for each group. They should *visualize* the groups in a context that is meaningful to them such as favorite items of clothing worn in different seasons with the expressions associated with those seasons.
3. Have students complete the worksheet individually, then discuss and justify how they grouped the words and expressions.
- 4.. Have students answer the questions on the second page of the worksheet.

APPENDIX B.2
SAMPLE LEARNING STRATEGIES LESSONS
INTERMEDIATE LEVEL (1992-1993)

Teacher's Guide
Русская сказка
Царевна-лягушка

Teacher's Notes

- I. *(Begin the reading activity by leading a brief general discussion of fairytales.)* Today we are going to read a Russian fairytale. The fairytale fits into our theme "Souvenirs" because it is accompanied by a Palex folk art drawing and because this story is a part of Russian folk art. Before we read, let's think about what we already know about fairytales. How do fairytales usually begin in English? The Russian equivalent for "once upon a time" is «жил-был». What are some typical characteristics of fairytales? *(You can give students ideas such as who are typical characters-kings, princes, and princesses...., how do fairytales usually end-happy or sad?, etc.)* Recalling what you already know about fairytales helps you prepare to read.
- II. *(Introduce the title of the fairytale and the main characters. Go through the vocabulary list.)* Now that you know the title of the story, the main characters, and some of the vocabulary, you probably have some ideas as to what the tale is about. In the chart, under the column "Before reading" make 3 predictions of what you expect will happen in the beginning, middle, and end of the tale. *(You may want to give students the option of writing their predictions in English or in Russian. The more advance students may be able to write in Russian.)*

Teacher's Guide
Русская сказка
Царевна-лягушка

Teacher's Notes

- III. As you read, check to make sure you are understanding. You can create a mental picture of what is happening. For instance, based upon the title, I see a frog dressed up as a princess. Your mental image can help you see if you are understanding. You can also check your mental image against the knowledge you already have about fairytales. Ask yourself: Is this making sense, based on what I know and have read in fairytales?
- IV. *(Put the transparency "Problem-solving" on the overhead.)* You will probably encounter words you don't know in this story. Don't panic! There are certain steps you can take when you don't understand a word or phrase. *(Then go through the steps on the transparency. also, ask students to circle words they don't know. After reading, you can ask students for these words. Then take students through the problem-solving steps to see if they can figure out the meanings of the words themselves.)*
- V. Now that you have read the story, write summaries of the beginning, middle, and end of the tale in the chart under the column "After reading." How do your summaries compare to your predictions? Are there any similarities? What was different? Do you think your predictions helped you understand the story better?

Имя: _____ Число: _____

Русская сказка
Царевна-лягушка

I. Что вы уже знаете о сказках?

II. Действующие лица:

царь-отец

3 царевича-брата: старший, средний, младший

богатая невеста

бедная невеста

царевна-лягушка

Слова:

лук

стрелы

двор

болото

бал

богатый=бедный

красивый=некрасивый

найти-найдите!

упасть-упадёт, упал, а

поймать-поймала

веселиться

брать/взять

Имя: _____ Число: _____

Царевна-лягушка

Based on the list of main characters in the story, your vocabulary list, and the folk art picture, write three sentences describing what you predict will happen in the beginning, the middle, and the end of the fairytale.

	Before Reading	After Reading
В начале	-	
В середине		
В конце		

Имя: _____ Число: _____

Русская сказка

III. Читайте сказку!

Царевна-лягушка

Жил-был царь. У него были 3 сына-царевича. Однажды царь сказал детям: Идите и найдите себе жену. Царевичи решили взять лук и стрелы и куда упадёт стрела там будет их жена. У старшего сына стрела упала на богатый двор. Там жила богатая, но некрасивая невеста. У среднего сына стрела упала на бедный двор. Там жила красивая, но бедная невеста. У младшего сына, Ивана-царевича, стрела упала в болото. Там её поймала лягушка и сказала «Я твоя невеста.»

Вечером был бал. Все братья должны были быть с невестами. Иван -царевич не хотел брать лягушку на бал и плакал. На бал пришли Иван-царевич и лягушка-царевна. Но вдруг невеста Ивана-царевича сбросила свою лягушечью кожу. Это была не лягушка, а очень очень красивая царевна. Она сказала «Я невеста Ивана-царевича! Давайте веселиться!»

Вот и сказке конец, а кто слушал, молодец!

IV. Write three sentences summarizing events in the beginning, middle, and end of the story using chart on the previous page. How do your summaries compare with your predictions?

Which part of the story does the picture best represent?

Problem-Solving Steps

What you can do if you do not understand a word or phrase:

Make an Educated Guess:

- ◆ based on what has already happened in the story.
- ◆ based on your predictions and what you already know about fairytales.
- ◆ based on the structure of the word (e.g. is it a noun, verb, adjective, etc.)
- ◆ based on what you see in the picture.

Continue Reading

- ◆ The meaning of the word or phrase may become clear later in the story.
- ◆ The meaning of the word or phrase may not be essential for you to understand the story.

Ask Questions

- ◆ Ask your teacher.
- ◆ Ask a native speaker.
- ◆ Ask a classmate.

LESSON 1 TEACHER'S GUIDE

Approximate time: 25 min.

In learning Spanish, it's not enough to just give "right answers." Good learners are also aware of how they go about completing tasks. From now on, we're going to focus on how we learn by asking some important questions.

[Put up ¡PIENSA! overhead.]

To help us work through these questions, I have a brainstorming activity. We're going to take some time to think and talk about the things you do when you read, listen, and study.

- (1) Break class into 3 groups.
- (2) Give 1 of the 3 brainstorming sheets (the ones in boxes) to each group.
- (3) Assign a group recorder.
- (4) Direct students to brainstorm according to their particular sheet.
- (5) Have groups share ideas while you write them on poster paper (or overhead).
[Save these responses for comparisons with responses later in the year.]
- (6) For final brainstorming sheet [with lightbulb], have students respond as a whole class.

- (7) Distribute "Vocabulary Learning Strategies in the Spanish Language Class":

I can see you're already using some techniques to help yourselves learn. Here is a questionnaire about different techniques some people use to learn Spanish vocabulary. Go through this questionnaire and tell how often, if ever, you use these techniques. At the end, add some of the other ideas you came up with.

[Collect completed questionnaire and return to us when convenient.]

We've been talking about things you do to help yourselves learn Spanish. The questionnaire you just completed may have listed some techniques you'd never thought of before. These ways to learn better can be thought of as strategies.

[Put up overhead: ¿Qué es una estrategia?]

Strategies are things you think or do to help yourself at each stage of a learning, reading, or listening task. This semester, in addition to learning the Spanish language, we'll also be talking about a group of strategies that will help you deal better with new tasks.

¡PIENSA!

¿Cómo aprendo?

¿Cómo puedo aprender más?

¿Cómo puedo aprender mejor?

ESTRATEGIAS PARA APRENDER EL ESPAÑOL

¿Qué es una estrategia (strategy)?

Una **estrategia** es una técnica para facilitar el aprendizaje. Pueden escoger una **estrategia** para ayudarlos con todos los trabajos que hacen en la clase de español.

BRAINSTORM

What do you think or do to help yourself while you read or hear the following kinds of assigned tasks?

	English	Spanish
Fiction: for example, a story or poem		
Non-fiction: for example, a newspaper article or textbook passage		

LESSON 3 TEACHER'S GUIDE

The objective of this lesson is to introduce students to thinking aloud.

Today, I'm going to teach you how to think aloud. I'm going to start by giving you an example of what thinking aloud is all about.

Think aloud for students, while reading "Como usar Mejor la Lavaropa". You might want to look over this passage ahead of time and think about how you are going to do your think-aloud. Though it's not as spontaneous as your natural thought processes, it might allow you to cover more of the strategies and feel more comfortable. Whether you plan to think aloud spontaneously or develop a script, refer to your workshop packets and notes to remind you of the kinds of things to include in the think-aloud.

Thinking aloud is the process of verbalizing your thoughts as you go about completing a language learning task. You may be wondering why it's important to say your ideas or your thoughts outloud. There are a number of reasons why thinking aloud is helpful:

First, it helps me see how you go about working through a problem or coming up with an answer. It also lets others in the class get a glimpse of the processes which go on inside your head which we normally can't see; in the process, you can provide valuable insight into solving problems for other classmates.

Second, it helps you and others learn about your own thinking processes. When we talk about being strategic, we're not just concerned about coming up with an answer, we're also interested in the process by which you've arrived at an answer—particularly since there is usually more than one way to solve a problem or answer a question!

Third, it builds awareness. It, hopefully, with practice, makes you more aware of how you go about speaking, reading, or remembering. When you think aloud, you may become more aware of what strategies work under which circumstances, and when choosing another strategy might be a good option.

Finally, it helps you check your own understanding. If

you can't think aloud, it's a good sign that you didn't understand something and that you should go back and reread, ask a question, or try another strategy.

Now you're going to get a chance to practice thinking aloud.

Teacher breaks students into pairs.

Each pair is given a copy of the text "Juntos Hacia el Futuro".

Students take turns thinking aloud as they read a paragraph at a time.